DOCUMENT RESUME

ED 179 112 FL 010 850

AUTHOR O'Callaghan, Delma
TITLE I.T.E. Experimental Test in Spoken French: Report on Work Carried Cut on the Development of an Aural-Oral Language Test in French at Leaving Certificate Level. Publicatiocn Nc. 9 (B).
INSTITUTION Linguistics Inst. of Ireland, Dublin.
PUB DATE 78
NOTE 124p.
AVAILABLE FROM Institiuid Teangeclaicchta Eireann (Linguistics Institute of Ireland), 31 Fitzwilliam Place, Dublin 2, Ireland (1.50 Irish pounds)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *French: Language Instruction; *Language Tests; Listening Comprehension; *Listening Tests; Pretesting; Secondary Education; Second Language Learning; *Speech Skills; *Standardized Tests; *Test Construction; Test Reliability
IDENTIFIERS *Ireland

ABSTRACT

Lack of emphasis cn oral aspects of language in the Irish Leaving Certificate foreign language examinations has long been considered by teachers to be the chief reason for their irability to implement the aims of modern language teaching in Ireland. These aims are stated in the Department of Education's "Rules and Programme for Secondary Schools" 1977/1978. It was decided to try tc devise an oral examination which could be used for Leaving Certificate French examinations. Such tests need to: (1) be simple tc administer, (2) be capable of administration to each candidate in a reasonable time, (3) show reasonable consistency when used by many examiners, (4) use objective methods of assessment, and (5) encourage more emphasis on oral-aural skills in foreign language teaching. The report covers preliminary study and testing, preparatiocn for pre-testing, examiners' feed-back, inter-rater reliability, the pre-test, comments of examiners and students, development of a final test, item statistics for aural and oral experimental tests together with raw score numbers, and statistics for selected sub-tests and totals in the experimental French oral/aural examination. (Authcr)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED179112

INSTITIÚID TEANGEOLAÍOCHTA ÉIREANN

I.T.É. EXPERIMENTAL TEST IN SPOKEN FRENCH

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Linguistics Inst. of Ireland
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

REPORT ON WORK CARRIED OUT ON THE DEVELOPMENT OF AN AURAL-ORAL LANGUAGE TEST IN SPOKEN FRENCH AT LEAVING CERTIFICATE LEVEL

DELMA O'CALLAGHAN

Publication No. 9 (B)

Price: £1.50

© Institiúid Teangeolaíochta Éireann, 1978.

FL 010850

FOREWORD

Delma O Callaghan's appointment as Modern Languages Adviser in Institiúid Teangeolaíochta Éireann in 1975 took place at about the time that a decision had been taken by the Institiúid to investigate the possibility of developing oral language tests which would be reasonably objective and which would be capable of administration to considerable numbers of learners. This decision was taken insofar as oral tests in Irish were concerned in order to provide instruments which might be used either to determine what changes were taking place from time to time in regard to the efficacy of the teaching of Irish in schools, or in order to make comparisons between the results achieved by different approaches, methods and courses. Such tests were considered necessary because at no time in the previous half century during which Irish had been taught in all schools had any type of oral test been developed and standardised for re-application on more than one occasion.

It was thought that a possible "spin-off" from the investigation might be that any oral tests developed might be capable of use, or of further development for use, in oral examinations which should form part of public examinations such as the Intermediate and Leaving Certificate administered by the Department of Education. It was this consideration which led to Mrs. O Callaghan being asked to devote some time to the development of an oral test in French capable of application at Leaving Certificate level.

The present Report gives an account of the development of the French oral test and of the results of its application to more than 100 students. The Institiúid is grateful to Mrs. O Callaghan for the effort expended by her in this work as well as to the schools, teachers, students and others who co-operated so willingly with her in a task which was often very demanding in regard to both time and energy.

Tomás Ó Domhnalláin,

Director.

CONTENTS

Section		*Page*
–	Acknowledgements	1
1.	Introduction	3
2.	Preliminary study	5
3.	Preliminary testing	10
4.	Preparation for the pre-testing	14
5.	Examiner feed-back; Inter-rater reliability	19
6.	The pre-test	22
7.	Comments on the examination: Examiners	25
8.	Detailed feed-back on aural tests: Students	27
9.	The development of a final test	32
10.	Glossary and applications of terms	35
11.	Item statistics for I.T.E. experimental examination (Aural)	56
12.	Item statistics for I.T.E. experimental examination (Oral)	59
13.	Raw score numbers and statistics for selected sub-tests and totals in I.T.E. experimental French Oral-Aural examination	61
14.	Distribution graphs	62
–	Bibliography	73
–	Appendix: The Experimental French Examination	77

Note: *The Appendices to this Report, comprising more than 300 pages, are available for reference in the library of Institiúid Teangeolaíochta Éireann.*

ACKNOWLEDGEMENTS

During the year 1975 Institiúid Teangeolaíochta Éireann decided to initiate studies and experiments in relation to the feasibility of providing and developing oral tests in modern languages suitable in the Irish situation. The object of the project was to determine whether oral tests could be designed which would be capable of general application, yet reasonably reliable and consistent as to results. It was decided to undertake work in two languages, Irish and French, and at two levels: standard VI in national schools for Irish and sixth year in secondary schools for French.

Thus, the work to be described in the Paper following is part of an on-going project carried out by Institiúid Teangeolaíochta Éireann, which provided all the necessary support, including the supplying of all necessary financial resources (salary and research costs), the acquisition of reference materials, the provision of back-up services and staff consultation and advice as required. I therefore wish to express to the Director and Council of the Institiúid my appreciation of the very favourable conditions under which the study was carried out. I would like also to acknowledge the assistance and support of my colleagues in the Institiúid.

I wish to thank the Service Culturel de l'Ambassade de France for the support and advice of Monsieur Gabriel Brossard and Monsieur Jean Raynaud, Counseillers Pedagogiques, who not only monitored the authenticity of the French but made materials available and advised on content in the course of its elaboration.

Institiúid Teangeolaíochta Éireann had an arrangement with the Educational Research Centre, Drumcondra, that its services would be available for the provision of advice and technical expertise previously developed by the Centre for the purposes of its own educational testing. This arrangement was made in order to avoid unnecessary duplication of expert personnel and other resources. In pursuance of this arrangement direction on the initial stages of the pre-testing was given by Dr. Vincent Greaney and Mr. Edward Lynch. Dr. Patricia J. Fontes took the direction of the pre-test in the psychometrics area, the computer programme being the work of Mr. Paul Kelly.

Finally, to the School Principals, to the French teachers and to pupils who participated so generously in the pre-testing of the materials must go the greatest appreciation in recognition of the pivotal role which they undertook at great inconvenience and for purely unselfish motives.

The purpose of the study will have been fulfilled if the results can provide an element in the solution of the problem of provision of oral-aural examinations in Modern Languages at Leaving Certificate level in Ireland.

December, 1978

Delma O'Callaghan,
Institiúid Teangeolaíochta Éireann,
31, Plás Mhic Liam,
BAILE ÁTHA CLIATH 2.

Report on Experimental Language Test — French I.T.É.

1. INTRODUCTION

1.1 The area of special study assigned to me by the Director of Institiúid Teangeolaíochta Éireann in October 1975, was the testing of oral-aural skills in modern languages with a view to devising suitable methods of testing such skills in the Irish situation. At present, no oral examinations are held in modern continental languages and emphasis in the State examinations is on the written language and primarily on the grammatical aspects of the written language. The Group Certificate examination alone includes aural testing in its ordinary mode in all the modern continental languages and, like the Intermediate Certificate, includes oral and aural testing in an alternative mode in French only. These developments have, however, so far been confined to the public examinations at junior cycle level and to alternative modes which are availed of by a small minority. The absence of emphasis on the oral and communication aspects of language in the crucial Leaving Certificate examinations in all Modern Continental Languages has long been regarded by teachers as the main reason, if not the justification, for their inability to implement the stated aims of modern language teaching in Ireland.

1.2 These aims are stated in the Rules and Programme for Secondary Schools: 1977/78 (pages 85 and 151, 152).

Intermediate Certificate programme (page 85)

> *"The main aims of the teaching should be to enable the pupils (a) to understand the target language as spoken by an educated native, (b) to develop accuracy and fluency in oral expression, (c) to read at sight with a good grasp of the meaning, passages of a reasonable standard of difficulty, (d) to translate passages of a standard similar to that mentioned under (c) into either Irish or English, (e) to acquire competence in writing (i) easy free composition and (ii) easy prose from dictation".*
>
> *"It is recommended that the target language should be approached through a course based on an up-to-date language learning method, and that the teacher should have been trained in modern language teaching techniques. Exercises in the sounds and intonation of the target language together with conversation practice should be a regular feature of classroom activity".*
>
> *"The pupils should gradually be made acquainted with the life and culture of the people whose language they are learning."*

Leaving Certificate Programme — Modern Continental Languages (pages 151, 152)

> *"The aims of the teaching shall be the same as those outlined in the preamble to the Intermediate Certificate Syllabus, but a higher level of proficiency will be required, and candidates taking the Higher Level paper will be expected to have acquired competence in translation into the target language. All candidates should be encouraged to read widely from modern works in the language they are studying".*

1.3 The intended reform in teaching methods has not taken place and aural/oral and communicative competences continue to be largely ignored both as skills to be developed personally by second-level teachers and as ones to be transmitted to their students.

1.4 The logic of providing an examination which corresponds to the stated aims and recommended methods appears inescapable. Assuming that this logic will, in time, be recognised, there remains the problem of what type of examination to provide. It was decided to try to devise an oral examination at Leaving Certificate level in French which would provide one of a variety of possible solutions to this problem and which would be reasonably in line with current international practice and linguistic theory. The limits within which the work was to be carried out were those imposed by the situation which the tests were intended to meet. The criteria for the tests would be that they

1° be reasonably simple to administer;

2° be capable of administration to each pupil in a reasonable time;

3° be capable of application with reasonable consistency by a considerable number of examiners;

4° use objective methods of assessment without detracting from the potential of the tests for beneficially influencing teaching approaches;

5° have potential for positively influencing teaching approaches in procuring greater emphasis on oral-aural skills.

2. PRELIMINARY STUDY

2.1 The period October to December '75 was devoted to wide reading, with the specific aim of abstracting any ideas which could be found on language testing generally and on oral-aural testing in particular. A classification of this information was then attempted. (See Classification of Possible Types of Tests, Appendix I).

2.2 The collected information about aspects of behaviour to be measured, appeared to lend itself to organisation under the following headings:

A. Oral

(i) Controlled Expression — active command of grammatical structures and vocabulary — predeterminable answers, subject to assessment of grammatical accuracy alone.

(ii) Free Expression — free response, subject to global assessment of ease, fluency and intelligibility — subject to subjective assessment.

(iii) Pronunciation, Intonation, Stress — ability to produce script-sound correspondences — based on the reading of standardised material but subject to subjective assessment.

B. Aural

(i) Passive Discrimination of sounds and sound sequences — subject to objective assessment.

(ii) Passive Discrimination of grammatical indicators — subject to objective assessment.

(iii) Aural Comprehension of details and gist of continuous (spoken) passage — subject to objective assessment.

(iv) Ability to reproduce sound-script correspondences (Dictation) — subject to objective assessment.

2.3 It appeared that the passive aural aspects could be evaluated in an objective manner, by the use of taped material combined with multiple-choice/true-false answers. In this part of the test, it would, therefore, be relatively easy to meet the five criteria mentioned on page 4.

2.4 The literature on testing, however, provided less clear and simple solutions to the assessment of the active aspect — the production of the

spoken language. The various facets of active mastery of the spoken language appear to be generally accepted as ease, fluency, intonation, rhythm, stress, pronunciation and grammatical accuracy. All of these contribute to the level of intelligibility and, combined with comprehension of the spoken language, determine the level of communication. Even if it were possible to devise a general test which would cover all these facets of the spoken language, it would be quite impossible for one individual to assess all simultaneously with any degree of accuracy. The interview and the general question type test are those traditionally associated with a global assessment of active mastery. Various attempts have been made to increase the reliability of such global assessments — use of a small team of expert examiners simultaneously assessing each candidate, (Peace Corps Language Proficiency Interview), recording of the interview followed by analysis of the various aspects in successive auditions, each pin-pointing a particular aspect (Dodson),(J.J.R. Jones), (E. Flynn, Lewis & Caroline E. Massad). However, for large scale examining, where the major practical obstacle is the cost of one-to-one examining, such solutions would be dismissed on the grounds of costs. Other experiments to increase objectivity have included measurement of the volume of speech produced in a specified time, the variety of structures used, the range of vocabulary. So far, these measures have been confined to experimental tests [C.R.E.D.I.F.: C.G.M., S.B.M. '67; International Studies in Evaluation; I.E.A. tests in English and French] and do not appear suitable for testing on a large scale because of the complexities of administration. In national examinations, where a relatively large number of examiners with varying degrees of expertise are involved, it is necessary to devise aids to standardisation and objectivity. It is in this direction that most of the work on oral examinations has been aimed in recent years. Only partial success has been achieved so far:

"The effort to test speaking skills entirely objectively is doomed to fall short of complete success, for an evaluation of how well a person speaks French requires judgements on the part of the hearer. These are necessarily subjective". (Pimsleur 1961).

"Some aspects of language cannot be measured by solely objective techniques". (Carroll 1973).

2.5 Nonetheless, if the various aspects of ability to communicate verbally can be determined, and if one can isolate those elements which can be objectively assessed, it should be possible to devise separate tests of at least some of these elements — not because they appear separately in performance but because it is difficult for assessors to assess all simultaneously. (For instance, there is a tendency to penalise grammatical inaccuracy and poorly-constructed utterances in the speech of foreign language learners. This reflects demand for a precision which is found only in writing,—recordings of native speakers in a free communication situation reveal the fragmentary nature of most conversational utterances). When this "separate skills" approach is used, the aspects usually tested are pronunciation, accuracy, fluency and increasingly, but still tentatively, intonation. Stress, phrasing, timing and rhythm may be even more important than these aspects in real communication, but they are less easy to classify and to elicit separately and, consequently, are seldom measured in testing.

2.6 Thus, in national oral examinations, the traditional pattern is:

(a) to test pronunciation by a reading test with specific items selected for marking purposes. Mimicry (Alternative Inter. French) or recitation of memorised material (Leaving Certificate Irish) is also occasionally used for this purpose. *It must be noted that while the stimulus material can be standardised, the assessment is necessarily subjective.*

(b) to test over-all fluency in free expression based on given topics or questions. More recently, an amount of effort has gone into the standardisation of the stimulus material, — devising lists of centres of interest, general questions, survival situations for role playing, picture and picture series design, (Nuffield/ Schools Council.) *It must be noted again that while the stimulus material can be standardised, the assessment is necessarily subjective.*

2.7 According as oral examinations have been refined by the provision of separate tests, the type of test described in (b) has been increasingly confined to assessment of fluency in the broad sense of ability to communicate, — accuracy, intonation, pronunciation tend to be considered within it only in the measure that they affect comprehensibility.

The intention is that, while the evaluation of overall fluency is still subjective, the subjective element is reduced by the separate assessment of aspects such as pronunciation, intonation and accuracy. Assessment of overall fluency is generally made in accordance with pre-determined categories.

2.8 Grammatical accuracy in speech involves active control and speedy retrieval of structures and vocabulary. It is a vital element of fluency. It involves reflexes which are only partially tested in written examinations, which traditionally use this type of test. At junior cycle level, this is one of the purposes of the use of picture stimuli and, indeed, role playing in orals, both of which are becoming increasingly popular. In principle, therefore, the idea of assessing structured speech within oral-examinations is acceptable. At Leaving Certificate level, one should be able to assume a sufficient degree of comprehension within the limits of Français Fondamental I & II, to use verbal stimuli rather than pictures for this purpose. This would allow the use of structural exercises which have the advantage of being standardisable and of making objective assessment of this aspect possible.

2.9 In the light of these considerations, in December 1975, a selection was made from the range of possibilities, of as many aspects of the aural skills as was practicable. It would seem important to stress that while the number of aspects which can be covered by testing is relatively limited, there is some variety in the techniques which can be used in order to avoid a stereotyped examination. (See Appendix I). This selection was further governed by considerations of ease of administration. For this reason, it was decided that:

(a) the aural examination be administered collectively by tape-recording;

(b) only aspects which could not be assessed in the written or the aural would be included in the oral.

2.10 Since the oral examination appears, in the light of current information, to require a face-to-face situation, the aim was to make it as simple, brief and objective as possible and to standardise procedures of administration and scoring as far as was consistent with this.

The examination format would be:

2.11 A. Oral

I. Reading Passage — for assessing pronunciation and intonation of items specified to the corrector (script-sound correspondence).

II. (i) General Questions — for assessing ease and fluency.

(ii) Role Playing — for assessing ease and fluency.

III. Structural Exercises — for assessing grammatical accuracy.

B. Aural

I. (i) Minimal pairs (a) words and (b) sentences — for assessing auditory perception.

(ii) Sentence on tape — 4-option interpretations in writing — for assessing auditory perception.

II. (i) Short dialogues — 4-option interpretations in writing — for assessing comprehension of gist.

(ii) Continuous passage — 4-option — or True/False interpretations in writing — for assessing comprehension of gist, details and vocabulary.

III. Incomplete statements — 4-option completions in writing — for assessing comprehension and recognition of correct usage.

IV. Dictation — 50 - 60 words, selected key words only assessed — for assessing comprehension and sound-script correspondences.

2.12 Potential testing materials had been assembled in the course of the reading programme.

(a) Reading and listening passages were drawn from teaching manuals, language teaching journals, newspaper and magazine articles, examinations produced in other countries or sample examination materials produced by teacher work-shops in England and Scotland.

(b) Pronunciation and auditory perception items were largely drawn from Léon's "Exercises de Phonétique Corrective pour Anglophones" and Pierre Durand's (unpublished) "Exercises de Phonétique Corrective pour professeurs irlandais de Français", Test Laval and B.E.L.C. testing materials (devised for British Primary School Teachers of French) as well as materials used by the French Cultural Services in Ireland with their students.

(c) General Questions, Role Playing (Oral) and the short dialogues of the Aural were based on a Northern Ireland O-level chart (Appendix II), and

the Threshold Level ideas as well as materials produced by teacher workshops in England and Scotland.

(d) Incomplete statements and Structural Exercises materials were based largely on Français Fondamental I.

3. PRELIMINARY TESTING

3.1 The first version of the test (Appendix III,A&B) was completed by the end of February 1976 and tested in Sion Hill Dominican Secondary School for Girls on 10-11 March 1976. The aural test was administered by the test constructor to 23 Leaving Certificate (1976) students and the oral test to ten of those. The aural (taped) took twenty minutes and the oral between twenty and thirty minutes.

3.2 Statistical analysis was done on the results and the following revisions made:

A. ORAL

I. Reading Passage:

The reading was invariably too fast to allow adequate time for correction of the pronunciation items. The items were too close together. Some means had to be found to slow down the reading pace and the items needed to be better spaced. The items tested needed to be indicated on individual marking sheets so that a clear record of candidates' performance remained after the test.

II. General Questions:

(i) Ten questions using a variety of question forms and tenses and ranging over a variety of topics had been devised. This led to abrupt transitions which hindered candidates who possessed some degree of fluency. Since some candidates required repetition of the questions, it was felt that this should be recorded in some way, whether as a separate assessment under the headings of "communication" or as a factor in assessing the degree of fluency. Specific grading on communication would,therefore, be attempted in the second field test in the general questions section. If fluency was to be assessed globally, guidelines would have to be drawn up to enable examiners to assign categories.

(ii) Role-Playing:

This section was revealing in that while, like the general questions, it was intended to assess fluency, there was a perceptible drop in fluency between the two tests. This could have been because of the difficulty experienced in expressing some of the ideas required in the written English outline, or it could have been that what it tested was ability to translate orally extempore. Given that this form of testing is so widely accepted, it was decided to revise only the information inputs which had caused specific difficulty and to re-test before deciding on a changed format.

III. Structured Expression:

Most candidates had difficulty with this section, although they felt they could have handled it easily in writing. This seemed to indicate that a command of grammar in writing does not ensure sufficiently developed reflexes of correct speech and that these reflexes were worth developing as an element of fluency. However, greater care would need to be taken in the test construction to devise items more apt to occur in conversational exchanges. On the mechanical side, individual marking sheets would be necessary to facilitate accurate records of each student's performance. An individual marking sheet per candidate was devised with a deduction scale for errors which might be anticipated on the basis of the first field test.

B. Aural

I. (i) Minimal Pairs:

(a) Only 6 pairs of the 20 minimal pairs of words used were marginally retainable on the basis of discrimination and difficulty indices.

(b) Of the 10 pairs of sentences used for auditory perception, 6 were apparently retainable. It was therefore, decided to discard the word pairs approach and to incorporate the items which showed some potential into sentence pairs for auditory discrimination purposes.

II. (i) Short Dialogues:

Four of the short dialogues testing comprehension of gist needed revision in the presentation and in the distractors. However, since the dialogues showed good potential, it was decided to increase the number to five. (After a period, when aural comprehension tests have become established, this would be the ideal section in which to introduce authentic snippets in different registers taped from broadcasts, interviews etc.).

15

(ii) Continuous Passage:

Apart from revision of 3 items, the problems here were mainly in the distractors, some of which proved too attractive, while other were too weak. A 3rd audition of the passage using an informal spoken register (unscripted) had been included as a try-out because of the predominantly written register of all the materials being used in the continuous passage. However, having observed the reaction of the candidates, it was decided that, at the present stage, the more neutral, though less authentic, register of scripted speech was advisable. (The various registers in authentic unscripted speech might be introduced in this test at a stage when greater stress on aural comprehension is an established feature of classroom teaching here in Ireland).

III. Incomplete Sentences:

These appeared to work reasonably well — two items needed revision.

IV. Dictation:

Ten of the 20 items marked looked promising. A study of the errors in unmarked items in this test and in the reading provided further items for inclusion in the revised test.

3.3 The above revisions were completed by May '76 and the revised aural examination (Appendix IV A&B) was administered to 22 boys in Templeogue College on May 31st, 1976. Ten boys took the oral. Again statistical analysis was done and, as a result, revisions were made by 23.6.1976.

A. ORAL

I. Reading Passage:

Unsuccessful attempts were made to find a system which was sufficiently easy to interpret for indicating stress or rhythm. The twenty items in the reading test were however altered to include six intonation items, rising or falling intonation indicated by rising or falling arrows.

For example: *Qui est là?*

La petite main de bronze sur la porte de bois

Ne bouge pas.

A correction grid per candidate was devised for each item in the reading passage.

16

II.(i)-(ii) General Questions and Role Playing: These remained unaltered.

The grading on "communication" did not yield sufficiently encouraging results to warrant inclusion in further tests. A fluency sheet was devised giving five categories A—E, together with the scores out of 10 or 20 which they might represent.

III. Structured Expression:

The Structured Expression remained largely the same, apart from the revision of three of the twenty sentences.

For example, to elicit the relative pronouns:

Tu vois une dame. J'ai oublié le nom de cette dame. became

Voilà une voiture. J'ai rêvé de cette voiture.

Voilà un garçon. Je suis sorti avec ce garçon became

Voilà des enfants. Je connais les parents de ces enfants.

To elicit the direct question form:

Demandez moi s'il nous faudrait du pain. became

Demandez moi si je vais bien.

B. Aural

Apart from revisions in the distractors in various sections, the aural test remained essentially the same (Appendix IV,B).

4. PREPARATION FOR THE PRE-TESTING

4.1 When, through the revisions described, a reasonably satisfactory model had been arrived at, in June 1976, the Educational Research Centre consultants, Dr. Vincent Greaney and Mr. Edward Lynch, were asked to advise on the next steps to be taken.

(i) In order to ensure the reliability of the test items, they advised that:

(a) three additional forms of the test should be devised, parallelling as closely as possible, the existing test;

(b) the standard optical scanning form be used in the administration of the tests;

(c) the tests be administered in a random sample of schools, reflecting as far as possible the Leaving Certificate population (Male/Female, Vocational/Secondary, City/Rural). Where there were four streams, the two lower streams should be tested. Where there were two streams both should be included or, if this was not feasible, half and half from each. The target was 150 pupils.

(ii) They also advised that an attempt be made, initially, to establish inter-rater reliability in the oral tests. This would be done by having a group of four, including the test constructor, simultaneously assessing the same candidates. The ratings would be compared and the instructions refined after discussion.

Four different people would then repeat the process, this time without the participation of the test constructor and without subsequent discussion. The results would be analysed to determine the degree of inter-rater reliability.

4.2 The production of the four parallel tests was completed by September 1976, (Appendix V, VI, VII, VIII A & B). Some adjustments in presentation were made following a meeting on 2.9.1976 with the Educational Research Centre consultants, — the samples were assigned numbers for computer card purposes and more emphatic instructions were devised where True/False options followed the series of multiple choice questions in the continuous passage for aural comprehension. 18

Thus the instruction *'Answer the questions by circling the letter in front of the correct answer, or by circling the word True or False where that is appropriate'* became, for the multiple choice items, using the scanning form: *'Answer the questions by filling in the space in the Answer Sheet which has the same letter as the option you have chosen.* And for the True/False items:

On your Answer Sheet, fill in Space A if you think the Statement is TRUE. Fill in Space B if you think the Statement is FALSE.

The consultants expressed reservations about the potential reliability of the global rating as the sole entry for the twenty items covering fluency [General Questions (10) and Role Playing (10)].

4.3 As regards the order of administration of the four versions of the tests, it was decided, in order to introduce a correction factor for practice, that the order of administration of the versions should be such that a quarter of the candidates would begin with each of the versions A,B,C,D. These versions, the taping of the aurals, the production of individual marking sheets for the aural, individual student booklets for the oral and instructions to administrators for both aural and oral were completed by early November, 1976.

4.4 Meantime, in October 1976, Miss Kathleen Tierney, College of Technology, Kevin St., and M. Raynaud, Service Culturel de l'Ambassade de France, had been consulted and had (on the basis of their experience over a number of in-Service Training Courses for teachers of French) listed some 18 teachers who were believed to be particularly competent teachers and to have a good command of spoken French. These teachers would be invited to advise on the instructions in the oral section and to participate in the joint assessment process for rater-reliability. Letters were sent to fourteen of those — two third-level and two non-Dublin-based teachers being eliminated. Of the fourteen approached, ten replied; eight of the ten attended a preliminary briefing session at which the four versions of the oral test were presented and explained. The answer sheet was presented and explained and the plan for the two sessions toward determining rater-reliability was outlined.

Session I.

Four teachers including the test constructor would each examine two pupils, each pupil being rated simultaneously by his examiner and by the three observer teachers. One version of the test would be used (Appendix VII A) and adjustments made to the instructions after each testing session following comparison of the ratings given by the team to each of the eight pupils. It was arranged that this session be held in a Dublin city convent secondary school for girls on 21.11.1976.

Session 2.

Four different teachers would examine a further eight pupils. Each teacher would examine two pupils and each of the four teachers would individually rate each pupil according to the instructions which had been arrived at following Session I. This time, no discussion or comparison would take place. The ratings would be analysed subsequently. One version of the test again (Appendix VIII A) would be used for all candidates. It was arranged that this session be held in a Dublin city comprehensive school on 2.12.1976.

4.5 Session I, 12.11.1976

The time for the oral ranged from thirteen minutes for the orally competent to twenty-five minutes for the poorest candidates.

I. Reading Passage:

It was thought that the giving of a context for the reading aloud *("You are reading this for a radio audience/for a class")* might help to slow down the pace which was invariably too fast. The reading test should be used to test pronunciation, intonation and rhythm and some of the pronunciation items should be dropped in order to accommodate intonation and rhythm items within the twenty items.

II. General Questions:

(i) The set questions forced too abrupt a transition from one topic to another in the case of the better candidates and thus militated against fluency where it existed. For this reason, it was decided to offer the prepared questions merely as guide-lines on language level and topic ranges[1]. Any questions could be rephrased and any topic which provoked a possibility of further response (up to a total limit of ten questions) could be pursued further. A further element was introduced into the fluency chart to distinguish more clearly between the categories Excellent (A) and Very Good (B): *"Demonstrates ability to take responses spontaneously beyond the strict requirements of the questions".* (Excellent)

---

[1] See note on page 72.

"Does not, however, demonstrate ability to take responses beyond the strict requirements of the questions"(Very Good). Further, in the fluency chart there was a tendency to subdivide within the categories, giving plus and minus values to categories within the five categories. A specific note to avoid this was included. The A,B,C,D,E tended to be related to the A,B,C,D,E ratings in current public examinations here, and thus a certain ambiguity arose in the assignment of categories. It was, therefore, decided to eliminate the letters A,B,C,D,E.

(ii) Role-Playing:

In its current format this was judged a poor instrument for assessing fluency. It encouraged very laboured translation and, in the majority of cases, candidates here were placed a category below that assigned to them in the general question section. However, given the acceptance which this type of test already enjoyed, and indeed the desirability of including competence in survival situations in the French teaching programme, it was felt that, if possible, this test should be retained. It was decided to give the outline in English verbally only, — the cues in writing given to candidates would be in French. For example:

The written outline in English originally given to the candidate was:

"You are buying a pair of walking shoes in a shop in France. Your examiner is the salesperson. Give the following information in reply to his/her questions:

— Normally you wear size 39 — but it can vary depending on the type of shoe or the style.

— The shoes he/she tries on for you are a bit tight. Perhaps 39½ or 40 would suit better.

— Comment favourably on the fit and the colour, perhaps the height of heel etc.

— Say they are quite cheap, and buy them.

— Say you will keep them on and ask him/her to parcel your old shoes."

This now became a verbal outline given by the examiner to the candidate who is to give details of kind, size, colour and price of shoes he has in mind. The candidates' written outline has:

1. *Chaussures de marche/de sport/habillées.* 21
2. *Pointure: 39,39½,40 etc.*

/....

3. *Modèle: couleur ; large/étroit, lourd/leger, talon: haut/bas.*

4. *Prix : couteux/(bon marché= 60F).*

5. *Acheter/Pas acheter.*

III. Structured Expression:

The marking scheme for this section having been judged too complex, a separate instruction was issued: two mistakes = 0, one mistake = ½, No mistake = 1. ½ was to be deducted if English explanation was required or if repetition of the example was required. or if repetition of new cue was required.

4.6 Session II. 2.12.1976

Seven candidates were examired orally and simultaneously assessed by four teachers. The session started forty minutes late, consequently a hostile reaction was evident in the first two candidates. The examination averaged twenty-five minutes per candidate; only two candidates took under twenty minutes. There were three possible reasons for this:

1. the test material was too long, heavy, difficult;
2. the teacher-examiners were inadequately prepared and were inexperienced in oral examining;
3. the candidates were not trained in the use of the spoken language.

5. EXAMINER FEED BACK: INTER-RATER RELIABILITY

5.1 A meeting was held on 6.12.1976 and was attended by five of the eight examiners involved between the two sessions. A cursory examination of the ratings of the group who had examined in Session II revealed that the raters had differed more widely in their assessments of individual performances than the original group rating in Session I had led us to anticipate. The examiners themselves attributed this to:

1. their failure to internalise the fluency chart;
2. the over-close proximity of the items to be rated in the reading extract;
3. the unnecessarily complex marking scheme for the structured expression section;
4. lack of adequate exposure to the spoken language by the candidates.

I. Reading Passage:

The context idea -- reading for a specific audience -- had no effect in slowing down the pace of the reading. A dialogue, introduced and concluded by a narrative, might lend itself better to this test than the poem used. The items should be widely spaced to allow for scoring. The intonation items had not been very successful in the raters' view.

II. (i) General Conversation:

To remedy the abrupt transitions caused by the general questions supplied, the group suggested a more flexible format on the lines of the Northern Ireland O-level Oral Conversation Chart (Appendix II). This chart would need to be checked for relevancy to the various sectors of the public envisaged, -- rural/urban, middle-class/working class, boys/girls etc. Sets of questions demonstrating the level of language to be used and alternative routes around the chart should be supplied.

(ii) Role-Playing:

The new format worked fairly well. The instructions would need to be improved so that the key questions to be asked or points to be made would be uniformly emphasised in the oral presentation of the situations by the examiners. At least one examiner still found the role-playing a stilted exercise.

/ ....

III. Structured Expression:

This section was very long, very difficult for the students and very difficult to score. The group suggested:

(i) that the exercise be graded — more easy items, especially at the beginning.

(ii) that one point only be assessed in each response.

(iii) that the assessment be made on a right/wrong basis; and

(iv) that the final number of items retained be ten rather than twenty.

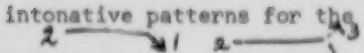
A training session for examiners was seen by all as vital.

5.2 In the light of the dissatisfaction expressed with the reading test and the reduction of its scope again,because of the apparent lack of potential of the intonation items, to testing pronunciation only, a further revision of the reading passage was indicated. An alternative approach to the use of a reading passage was the use of a selection of items which focussed on pronunciation and which would, by some means, heighten the examiners' awareness of the acceptable and unacceptable production of these items. For this purpose, lists of contrasting pairs of words and phrases, highlighting sounds liable to be confused, were devised. The required pronunciation of the second word or phrase only would be assessed. The examiners would be given the phonetic symbols for the items to be assessed.

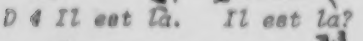
For example: *D 1 le poison* *le poisson* [pwasɔ̃]

B 2 mon chou *monsieur* [məsiø]

This approach appeared to lend itself to intonation items also and so, some basic intonation items were included. The examiners would be given the intonative patterns for the contrasting items. For example:



D 4 Il est là. *Il est là?*



D 15 Vous avez vu ce film?

Avez-vous vu ce film?

5.2.1 Versions A,B,C,D, used this "list approach" (Appendix IX,X,XI,XII A). In an attempt to establish whether this approach was significantly more effective than the traditional approach of reading of a continuous passage, parallel versions in B and C were devised testing the same items (B), or slightly different items (C), using the "list approach" and the "passage approach". For example:

List:

B1 alore louer [lwe r]

B17 les sept ans les étangs [z]

Passage:

B1 Le dialogue entre <u>loueur</u> de chevaux camargais et son client se déroule d'ordinaire de la façon suivante.

B17 Et les couchers de soleil sur <u>les étangs</u> n'ont pas de prix.

List:

C1 ils s'aiment ils aiment [z]

C10 mince dense [dãs]

Passage:

C1 Cela fait bien longtemps qu'on vous a vus ici.

C10 Quelle coïncidence!

The candidates who took the "list approach" in B, would take the passage approach in C and vice versa. This proved to be a mistake: the passage approach should have been used in one version and the list approach using the same items in a second version. Both versions thus would have been taken by all candidates. Given the methodological error, what evidence emerges from the analysis is, therefore, based on something of the order of half the total sample, that is, on too small a number to permit valid generalisations. Further investigation is, therefore, necessary in order to establish the limitations of the reading of a passage for the purposes of testing pronunciations and intonation and to ascertain, in the light of these limitations, whether a more effective instrument can be devised.[2]

5.3 These final revisions were completed in April 1977.

5.4.1 Meantime, the computer analysis of the items used and of the teacher ratings given in Session II, (city comprehensive school, 2.12.'76) had been carried out in the Educational Research Centre in Drumcondra. The results, made available in March 1977, showed considerable divergence in the scoring of the four examiners. It was felt that the inclusion of many apparently faulty items might be a major factor in the differing KR_{20} reliabilities observed. The consultants therefore, advised that we leave aside, temporarily, at least, the problem of establishing inter-rater reliability and concentrate on pre-testing the items. The inter-rater reliability testing might prove more satisfactory when weaknesses in the testing material itself had been eliminated. (The participating teachers had indicated other possible sources of low inter-rater reliability; see 1-4 pg. 19).

---

[2] See note on page 72.

5.4.2 Further, the reservations felt by the consultants on the global rating, proposed as the sole entry for twenty items covering fluency (see 4.2, pg. 15), re-asserted themselves in relation to the item analysis carried out. They advised that we should obtain the maximum number of observations on the performance in general question and role playing in order to monitor the global rating. It was, therefore, agreed that a rating fluent/Non fluent be assigned to each of the twenty items involved and that the global rating be additionally retained in its original form of categories.

5.4.3 It was also decided to reject the standard optical scanning answer sheet for use in the oral examination proper, on the basis that individual answer booklets would simplify the examiners' task and thus reduce the likelihood of wrong entries.

5.5 In the light of these observations, the final revisions were made, and they were completed in April 1977.

6. THE PRE-TEST

6.1 Selection of Schools:

The small scale field testing had made evident the futility of administering an oral test where there had not been an adequate emphasis on oral work. Data was sought which might indicate interest on the part of individual teachers or schools in spoken French. Available for this purpose, were:

(i) the lists of teachers who had attended one month, six week or one year courses in France officially sanctioned by the Department of Education;

(ii) the lists of schools or teachers who had participated in the Assistant or Exchange scheme; and

(iii) the list of schools who were participating in the intensive teaching of French under the Cultural Agreement.

6.2 Starting in December 1976, a list of fifty such schools was compiled. Working through the list, school principals were telephoned and given the background to the project. It was attempted to ascertain, in the first instance, whether the current Leaving Certificate class(es) had had sufficient exposure to the spoken language to make it feasible for them to test the material. Some schools eliminated themselves at this stage. If

the school rated itself as giving some emphasis to oral work, the next consideration was the time element, — a minimum of four fifteen minute sessions per individual for the oral examination and of five thirty-minute sessions per class group for the aural examination; the additional session being required for filling the optical scanning sheet. A further number of schools eliminated themselves on this score. By March 9th, 1977, ten schools had agreed to test the material with their Leaving Certificate classes — providing between them one hundred and forty-four students of whom fifty-four (37.5%) were boys and ninety (62.5%) girls. Included in the total were ten (6.5%) vocational students. (three boys and seven girls).

6.3 This reflected reasonably well the distribution in the 1975 Leaving Certificate French entries where, of the 15,734 entrants, 65% were girls, 35% boys. 7% of the total entrants were vocational students — 5% girls and 2% boys. [The 1976 entry distribution, when available, revealed a total entry of 18,151 with an increase of 1% in the number of boys]. On April 1st 1977, one centre, which had indicated an entry of sixteen boys, withdrew completely; a replacement centre was found immediately but this, in turn, withdrew completely on 17.6.1977. Another centre which had indicated an entry of twenty boys withdrew on 23.6.1977 from the oral section. In both the latter cases, it was then too late to attempt replacements. One centre which had indicated an entry of eighteen girls withdrew eight on 31.3.1977 A replacement centre with thirteen girls was found immediately.

6.4 Between 22.2.1977 and 9.3.1977 aural testing materials for the numbers of students indicated (no brackets) were sent to the following accepting centres :

	Centre:	Boys:	Girls:	Order in which versions were to be Administered
01	Glenstal Abbey, Murroe, Limerick.	10 (10)		A,B,C,D.
	Villiers School, Limerick.	1 (2)	(1)	
02	St. Louis, Monaghan.		20 (21)	D,C,B,A.
03	Ursuline Convent, Waterford.		20 (20)	B,C,D,A.
04	Mercy Convent, Mourne Rd., Dublin 12.		18 (10)	A,D,B,C.
05	Christian's College, Cork. (Aural Only)	20 (20)		D,A,B,C.
06	Salerno, Salthill, Galway.		12 (12)	C,D,B,A.
07	Vocational School, Tullamore, Offaly.	3 (3)	9 (9)	C,A,D,B.
08	Newpark Comprehensive School, Newtownpark Ave., Co. Dublin.	3 (3)	13 (15)	A,B,D,C.
09	Marian College, Lansdowne Rd., Ballsbridge, Dublin 4.	16 (0)		
10	Laurel Hill F.C.J. Convent, Limerick.		13 (13)	B,C,A,D.

The numbers in brackets indicate numbers listed as having taken the tests — one hundred and thirty-nine candidates (thirty-eight boys and one hundred and one girls) taking the aural in four versions and one hundred and eighteen candidates (seventeen boys and one hundred and one girls) taking the Oral in four versions. *These figures do not take individual partial absences into account — that is, absence for one or more versions of the tests.*

6.5 Thus, while in the aural test group there is still a reasonably representative spread (27% boys, 73% girls including 9% vocational pupils), there is a non-representative spread in the oral test group due to the major decrease in the number of boys presenting (16% boys, 84% girls – 11.5% of the total being vocational pupils). Given that girls, in Ireland and elsewhere, tend to perform better than boys in modern languages, this may mean that the experimental results are of a somewhat higher level than we may expect from the Leaving Certificate population in general. Given the absence of a real oral objective in modern language teaching here, however, the experimental results are certainly lower than one might expect from the same students if they were being prepared for an oral as part of their terminal examination.

6.6 Therefore, the standard of the examination set would need to be adjusted upwards in the light of annual performance. The standard would probably fluctuate over the initial five year period because of a variety of factors. These would include :

(i) the shorter period of preparation which both pupils and teachers would have had over the first five year cycle of the examination;

(ii) the changing format of the examination in the light of experience of its implementation in the initial years; and

(iii) the changing content and level in the light of item-analysis and rising standards.

6.7 The pre-test in the nine participating Centres was carried out, in general, within school hours for the group section (aural) and according as it could be arranged within and outside school hours for the individual section (oral). This, in practice, involved 411 individual orals administered by seventeen examiners who were, in the main, the class teachers of the students examined, helped by colleagues from the school. In each of two centres, an additional examiner was drawn from outside the school — in one case, a native French speaker experienced in teaching locally and, in the

other, the test constructor. In one further case, the class teach was a native French teacher. The majority of the examiners were teachers who had had no specific training for administering this oral examination, but who had shown above average interest by availing of general in-service training over an extended period.

7. COMMENTS ON THE EXAMINATION: EXAMINERS

7.1 In six of the nine participating centres, examiners volunteered comments on the oral section.

Examiners' Comments:

All welcomed the initiative being taken. Despite the undoubted additional work-load and the fact that it occurred immediately before the final year examinations when, for teacher and student, time is at a premium, all expressed pleasure that they and their school could be associated with this development. In general, they felt the examination to be valid but expressed reservations on certain aspects and suggested improvements in format.

7.2 Oral:

In general, the first set of orals administered took twenty-five to thirty minutes per candidate while the last set took fifteen to twenty minutes. While the oral, in general, was agreed to be long and heavy, two teachers commented that the students found it interesting and appeared to enjoy it.

I. Reading:

The two native speaker examiners commented on the inclusion of liaisons which are not obligatory in current spoken French, for example:

In B List and Passage, item 9:

Qu'il soit ⁀irlandais.

One of the two did not agree with some intonation patterns given. While agreeing that the items in both passages and lists were well selected, they would have preferred the use of the passages (and the general questions) for more global assessments of pronunciation, intonation and reading with understanding. The Irish examiners, on the other hand, expressed a preference for the word lists, on the basis that they made assessment easier

79

for the teachers and that their students "seemed to do better" than in the reading passage.

II(i). General Questions:

The native French examiners would have preferred no supplied questions and would have preferred to include pronunciation and intonation as well as fluency in their assessment of performance on this section. One native speaker found the questions supplied too limiting at Leaving Certificate level, the other would have made them more structured by including a variety of tenses for assessment. The Irish examiners found that in the oral section the general questions worked best of all and indicated that they seemed to be a real test of communication. One examiner commented that the 'tenses' leads given — passé composé, conditional, etc.— were seldom picked up by candidates in this section. The marking Fluent/Non Fluent on each response was difficult to reconcile with maintaining of natural and fluent exchange on the teacher's part.
The performance in pronunciation, intonation and accuracy generally was not as good in this test as in the specific tests designed for these aspects. (This could be used as an argument against separate tests of these aspects or against attempting to include them for assessment within a test of fluency).

(ii) Role-Playing:

The format was considered good, presumably by comparison with the more familiar format of the Alternative Intermediate. However, the presentation would need to be made clearer — a separate line or italics for each fact to be given or elicited, or cutting out all but the essentials (for example: Role-playing D was confusing, — £37/46, single/double, etc.). It still appears to be a rather stilted exercise in which weaker students perform very badly.

7.3 Aural:

The actual administration of the aural on tape caused no problems. The use of the optical scanning sheet was adversely commented on: it caused difficulties and was liable to induce errors. The timing (average twenty minutes) was suitable — one examiner thought it rather short. The quality of the recording was poor. As regards the content, one examiner thought it a better balanced test than the oral. Examiners, generally, did not

comment on the content of the aural except in relation to the continuous passage. Versions C and D, particularly, were considered difficult, and, in all, the timing allowed for answering the comprehension was inadequate. "The students were a bit dazed after this section", according to one teacher. One teacher would have preferred a resumé type test or open-ended questions for testing aural comprehension of a continuous passage. The same teacher felt that the dictation was too long. He would have included in the aural examination a section of the type used in the grammatical accuracy test of the oral with the stem given orally on tape and the completion grammatically required, written by the candidates.

8. DETAILED FEEDBACK ON AURAL TESTS : Students

8.1 One centre provided for feedback of student reactions to each of the four versions of the aural tests, immediately after they had completed it. There were thirteen candidates in this centre. It is one of the two participating centres clearly operating with the spoken language as a specific objective in their current language teaching programme. The student reactions are, therefore, particularly interesting, both as a projection of what might be a more generalised reaction if an oral objective were implemented and as an indication of areas of difficulty in the material presented, even given a favourable teaching approach. The teacher who administered the taped aural made general comments about each tape.

8.2 Version A:

Twelve of the thirteen candidates commented in writing. Three commented generally on the specific test as a good, enjoyable or interesting one, while a further four commented more generally on the desirability of an aural examination. Two of them developed this idea further to point out the beneficial emphasis it would bring on "learning to understand and to speak French". Only one, however, gave the test an unqualified welcome — the remaining eleven referred to their current unreadiness for the tests:

"I am not used to listening to fluent French spoken so quickly."

"It was hard to follow everything that happened."

"I had great difficulty in hearing and grasping what was said."

"I was caught for speed."

"The dialogues were the hardest."

Some attributed the difficulty experienced, at least partially, to the indistinctness of the tape (3), the lack of adequate time for reading and answering the questions on the continuous passage (3), and confusion arising out of similarities between questions on the continuous passage (4). Five concluded that their difficulties were due to the fact that it was their first time to do a test of this type. The teacher commented on the varying volume and poor quality of the recording tape and on the inadequate time allowed for reading and answering the questions on the continuous passage.

8.3 Version B:

All thirteen candidates commented in writing. Five found the overall test clearly easier to understand than Version A, — though still *"by no means an easy test."*

"It takes getting used to."

"It is quite difficult to understand the French accent."

"The lady is easier to understand than the man."

Seven of the thirteen commented on their difficulty with the continuous passage. Four of these seven attributed their difficulty to technical factors: indistinct tape, inadequate time for reading and answering the question, confusion arising out of similarities between questions. Five found it difficult to understand and to answer on account of speed of speech and accent.

"Extremely boring and annoying — the tape plays so quickly you do not have time to think".

The teacher commented again on the varying volume and poor quality recording. She found that the candidates tended to read the comprehension questions before and during the first presentation of the continuous passage. She suggested that the incomplete statements should be repeated on tape and the optional completions should be omitted on tape since they are supplied on the candidates' test booklets.

8.4 Version C:

All twelve of the candidates who sat this version commented in writing. Eleven of the twelve found that this test appeared easier than the previous two. Only one attributed this solely to the better quality of the tape. The main reaction was that it was easier because candidates had adapted to the techniques and to the voices:

"A good test."

"Much more interesting."

"The man's voice was very clear."

However, it still presented a challenge to their comprehension and each sub-test was mentioned as difficult by at least two of the twelve candidates. *"The test is good though sometimes a matter of hit or miss."* The dicteé, in particular, was seen as more difficult by six students. Three judged it difficult to understand, and three found it not clear. One candidate suggested that the incomplete sentences be said twice. The teacher commented again on the lack of balance in the volume and on the poor quality of the recording. Nonetheless, *"The students seemed happier today."* She recommended again a repetition of the incomplete sentences.

8.5 **Version D:**

Seven of the twelve candidates who sat this version commented in writing. Predictably, they were becoming bored and there was a notable waning of enthusiasm:

"I think two sessions of this test is enough. It gets boring and we do not have the same enthusiasm for it."

"I did not like this test."

Opinion was divided as to the overall difficulty of the test. Three commented - one *"easier"*, the second *"the same"*, the third *"harder"*. Four commented on the difficulty of the continuous passage — attributed by three to confusingly similar questions and by the fourth to pure comprehension problems. Each sub-test, except the auditory perception, was mentioned as difficult by at least one of the seven candidates. Three of the seven dwelt on overall technical problems — the errors made probable by the use of the scanning sheet, the fact that the candidates could not easily recheck their answers, the poor quality of the tapes, sound interferences in the classroom, the element of chance involved in multiple-choice questions, the problem of examination nerves. On speech speed:

"The woman was easier heard and understood than the man."

"Through practice I found it easier to answer but it was still difficult to hear the words."

One overall comment on test sophistication: 33

"I think it does get easier as you get used to the voices and the

exercises. You begin to realise what to look for and what will be fast or slow"

The teacher commented again on the lack of balance in the volume and the poor quality of the tape. She suggested that the continuous passage could be read more than twice without detracting from its value as a comprehension test. She also felt that

"the speed at which it is read should make for ease of comprehension for Leaving Certificate students. Perhaps the examiner should read the passage?."

8.6 The comments of students and teacher provide material for revisions in the final presentation of the aural examination.

(i) The poor quality of the tape recordings and, in particular, the lack of volume balance can be rectified by provision of professional recordings of the highest quality. Schools would need specific instructions on providing a good quality tape recorder and a suitable examination centre.

(ii) The male speaker used near normal reading speed, the female speaker used slower than normal reading speed in the sections they recorded, — except for the dialogues which were spoken at only slightly slower than normal speaking speed. Both were considerably slower than the "language as spoken by an educated native". (Rules and Programme for Secondary Schools). The male speaker recorded all the continuous passages except the last, i.e., the final version taken by the group. The continuous passages were considered difficult. The candidates favoured the female speaker generally. In her final comments, the teacher recommended that non-native speakers might read the continuous passage aloud. All this would seem to indicate that, at the moment, even where an oral objective is being implemented, there would be real problems of "comprehension of the target language as spoken by an educated native". Thus, were the tests to be administered on a wider scale, the pace should, in the initial years, be adjusted to a slower than normal reading pace, where comprehension of detail is being tested. This pace could be increased to normal reading speed as a transition toward the faster pace of normal speech. This, in turn, could form a transition to the introduction of authentic spoken

language using different registers. It would seem that varying registers of the authentic spoken language, however, could be introduced at a relatively early stage when comprehension of gist is being tested (dialogue situations).

(iii) The presentation of the continuous passage could be improved by allowing more time for reading and answering the questions. This time might be more usefully distributed by allowing part of it for a quick scanning of the questions after the first audition of the text and a shorter interval at the end for completion of the answering. The number of questions asked would be reduced, and confusingly similar questions avoided.

(iv) The presentation of the incomplete statements could be improved by the introduction of a second audition of the incomplete statements:

Recording:

Quand on fait la cuisine, on

(A) nettoie la pièce

(B) nettoie l'appareil

(C) prépare un repas

(D) lave la vaiselle

Quand on fait la cuisine, on .....

(v) The optical scanning sheet would not be used for answering purposes in the final version of the test.

9. THE DEVELOPMENT OF A FINAL TEST

9.1 The guidelines for the oral-aural examination described here are drawn from the Rules and Programmes for Secondary Schools 1977/'78, page 85. This publication states that

> *"the main aims of the teaching (of Modern Languages) should be to enable the pupils (a) to understand the target language as spoken by an educated native, (b) to develop accuracy and fluency in oral expression, (c) to read at sight with a good grasp of the meaning, passages of a reasonable standard of difficulty, (d) to translate passages of a standard similar to that mentioned under (c) into either Irish or English, (e) to acquire competence in writing (i) easy free composition and (ii) easy prose from dictation.*
>
> *It is recommended that the target language should be approached through a course based on an up-to-date language learning method, and that the teacher should have been trained in Modern Language teaching techniques. Exercises in the sounds and intonation of the target language together with conversation practice should be a regular feature of classroom activity.*
>
> *The pupils should gradually be made acquainted with the life culture of the people whose language they are learning".*

The oral-aural test very naturally confines itself to testing the extent to which the first two of the aims on this list are achieved.

9.2 In the absense of a defined syllabus for the spoken language or of existing oral-aural examinations in modern languages at the Leaving Certificate level, an achievement test in oral-aural skills cannot be produced. An achievement test, by definition, is constructed from a sampling of a syllabus that has been taught. The test constructor, therefore, opted for a proficiency test closely related to the stated aims of the teaching and devised a model of a syllabus from a variety of theoretical and practical sources. Through pre-testing, an attempt was made to establish a realistic view of the level of proficiency in oral-aural skills at Leaving Certificate level among students whose instruction has some emphasis on oral/aural skills. The test itself,

after a process of revision following further use and analysis, could eventually provide an adequate statement of an oral-aural syllabus. On such a syllabus, achievement tests could be devised in the future. This Proficiency-Achievement link is well developed in Chapter 3 of the Edinburgh Course in Applied Linguistics, Volume 4 (Ed. J.P.B. Allen and Alan Davies, O.U.P., 1977).

9.3 The content of the examination which has been described in the preceding sections can be summarised in the following table (adapted from Davies, op. cit. page 72).

Levels	Skills Listening	Test Speaking
1. Phonology	Phoneme Discrimination	Pronunciation Intonation
2. Grammar and Lexis	Sentence Completion Definition in Context	Transformations
3. Context	Continuous Passage and Questions Dialogue Situations and Questions	Answers to General Questions Information — seeking in Role Playing
4. Composite of 1,2 & 3	Dictation	Fluency

9.4 The test constructor devised a pool of 564 items (Appendices V, VI, VII, VIII, A and B) divided into four parallel versions. These represented twelve subtests as follows:

	No. of Subtests	No. of Items
Aural:		
I Auditory Perception A & B (Phoneme Discrimination)	2	80
Aural Comprehension A & B (Context)	2	100
C Grammar and Lexis	1	20
Dictation	1	80
	6	280
Oral:		
I Pronunciation and Intonation 1.2.3.	3	120
II General Questions — Fluency A	1	40
Role Playing — Fluency B	1	40
III Grammatical Accuracy (Grammar and Lexis)	1	80
	6	280
IV Global Fluency Ratings according to five categories		4

9.5 The items were administered as a pre-test to a sample of 154 pupils in their Leaving Certificate year. Following pre-testing, repeated analyses were performed on the pre-test results. The table (9.5) following shows the groupings under which the items were analysed. 37

9.5 ITEM GROUPINGS USED FOR ANALYSES

	Part Sub-test	Subtest	Combined Subtest	Part Total
Listening (Aural)				
I. Auditory Perception			1-80	
A Same-Different		1-40		
B Matching		41-80		
II. Aural Comprehension			81-200	
A Short Dialogues		81-100		
B Passages		101-180		
1	101-120			
2	121-140			
3	141-160			
4	161-180			
C Sentence completion		181-200		
III. Dictation		201-280		1-280
Spoken (Oral)				
I. Pronunciation, intonation				
Pronunciation 1		1-40		
Pronunciation 2		1-40		
Intonation 3		1-40		
II. Fluency			41-120	
A General Questions		41-80		
B Role-playing		81-120		
III. Grammatical Accuracy		121-200		1-200

9.6 Following these analyses, 101 items which satisfied the necessary content and statistical criteria were selected for the final version of the test. The distribution of the selected items into sub-tests is shown in the table (9.6) overleaf.

/....

9.6 EXPERIMENTAL LEAVING CERTIFICATE LEVEL FRENCH ORAL-AURAL PROFICIENCY

Distribution of Selected Items.

Table of Specifications

LEVELS / Content Areas	Aural Comprehension						Oral Expression						Total Items
	Auditory Perception	Dialogues	Passage	Sentence Completion	Dictation		Pronunciation	Intonation	General Questions	Role Playing	Grammatical Accuracy	Global Fluency Rating	
1. Phonology	15						10	5					30
2. Grammar and Lexis			3	8							15		26
3. Context		8	12						10	5		[1]	35
4. Composite of 1.2. & 3.					10								10
TOTAL ITEMS	15	8	15	8	10		10	5	10	5	15	[1]	101

10. GLOSSARY AND APPLICATIONS OF TERMS

10.1 Before going on to describe the basis on which the final selection was made, it might be well to outline the general considerations involved and the specific notions which govern selections based on item analysis.

10.1.1 General Considerations:

a) Practical considerations of time, format, expense and administration must be balanced against psychometric considerations when devising a test. For example, the more items in a test, the more reliable it will generally be, but considerations of time and cost must limit the number of items.

b) Theoretical and contextual considerations of validity and of the type of spread or distribution required must be taken into account. For example, current Leaving Certificate Examinations in modern languages lack face validity to the extent that they do not sample the oral-aural aspects of the language. For another example, it was established in the experimental test being described here, that the dictation test had powerful psychometric qualities of discrimination and reliability and high correlation with most

aspects of both oral and aural skills. If practical and psychometric considerations had dominated, dictation would have sufficed as a very efficient single measure of those skills. However, such a solution would have to be rejected on theoretical consideration of content or construct validity and on the contextual consideration of its potentially detrimental effect on teaching. Yet again, from certain statistical points of view, the normal distribution curve might be the ideal but, for contextual or practical reasons, a distribution corresponding to the current Leaving Certificate Examination distribution may be desired. The item selection can be made in such a way as to produce the desired spread.

c) Psychometric considerations include difficulty and discrimination indices, reliability co-efficients and correlations.

10.1.2. In the elaboration of this experimental test and in the final selection of the items, practical, theoretical and contextual considerations contributed, — the number of items retained was limited to the minimum consonant with the theoretical and psychometric requirements. The item selection was made with a view toward normal distribution. (For the distribution spread achieved, see Tables 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8 p. 63-70). Suitable cut-off points for the honours, pass and fail categories can be reasonably precisely determined by the application of frequency tables and the use of the standard error of measurement (13, p. 61) to monitor the score bands.

10.2. The *validity* of an examination is of vital concern in test construction. The purpose of the examination must be sought, on the one hand, in the stated aims of the course and, on the other, in the use to which the results are put. How appropriate an examination is to the aims of the course and how much information of the type required it yields is the measure of its validity. The validity of an examination depends on the extent to which it measures what it

/ ....

claims to measure, how well it does this and how much information (of the type required) it yields. Validity is closely related to reliability because no test can measure validly (or to clear purpose) what it does not measure reliably or consistently. For example, a system of measurement of human heights, using measurements taken with an elastic tape is not valid because the measurements are not reliable. Validity is normally categorised into five types:

10.2.1 Face validity: The American Psychological Association publication "Standards for Educational and Psychological Tests' dismisses this type of validity because it is not an acceptable basis for interpretative inferences from test scores. However, as Alan Davies points out in the Edinburgh Course in Applied Linguistics, vol. 4, J.P.B. Allen and Alan Davies, 1977, p. 60: *"Whatever may be theoretically trivial is not necessarily trivial from the practical point of view.... This may mean giving tests of, say, oral production as well as listening comprehension, simply because they are expected"*. Face validity might be defined as what seems sensible and right to informed laymen. Hence, quite apart from the more specialised considerations of the reliability of oral and aural tests, the mere inclusion of them in modern language examinations would satisfy the most elementary requirement,— that of face validity.

10.2.2 Predictive Validity: The fact that a test is used for selection purposes indicates a belief on the part of the user that it has predictive validity, i.e., an ability to provide a measure of the subsequent performance of candidates. Many tests are used partly for prediction yet it is not unusual to find tests being used for predicting withoutits being established that they contain evidence of significant predictive validity. The establishing of predictive validity is purely a statistical process of correlating the test scores to an acceptable criterion which they predict. For example, if scores in Leaving Certificate French are used for University selection purposes, the predictive validity of Leaving Certificate

the scores to academic degree success, which itself is quantifiable. One could, for another example, envisage a useful study toward decision-making purposes, in comparing the predictive validity of scores in the two current modes of Intermediate Certificate French with the current and the experimental Leaving Certificate French and again of the latter two, in turn, with academic degree success. Predictive validity studies are, however, outside the scope of this report.

10.2.3 Construct validity: Underlying construct validity is a general process of inferring or judging in line with some theory on the basic nature of the matter to be tested. The construct validity of a language test derives from the theory (psychological or linguistic) which is held of the nature of language. More simply stated, the construct validity can be judged on whether the test conforms to accepted aims of language teaching. Is the test right in terms of the aims of language teaching and learning? In the absence of a defined syllabus, establishing this type of validity is essential for, if adequate construct validity can be established, a valid syllabus can subsequently be defined, and from this valid syllabus, achievement tests of adequate content validity can be devised.

"Evidence of construct validity is not found in a single study; rather judgements on construct validity are based on an accumulation of research results. In obtaining the information needed to establish construct validity, the investigator begins by formulating hypotheses about the characteristics of those who have high scores on the test, in contrast to those who have low scores. Taken together, such hypotheses form at least a tentative theory about the nature of the construct the test is believed to be measuring. Such hypotheses lead to certain predictions about how people will behave on certain other tests or in certain defined situations. If the investigator's theory about what the test measures is essentially correct, most of his predictions should be confirmed. If they are not, he may revise his

42

definition or he may revise the test .... Through the process of confirmation or disconfirmation, test revision, and new research on the revised instrument, he improves the usefulness of the test as a measure of a construct". (Standards for Educational and Psychological Tests, American Psychological Association Inc.; Washington 1974, p.30). Construct validity is established when the theory is judged to have analysed adequately the component parts of the behaviours sought.

The accepted aims of language teaching for the purposes of the experimental examination were assumed to be those listed in Rules and Programmes for Secondary Schools 1977/1978 (pp. 85, 151, 152). It was hypothesised that some of the required skills could be tested separately. The correlation tables (pp. 50, 53 of this report) appear to bear out this hypothesis. A refinement of aims a) and b) Rules and Programmes for Secondary Schools p. 85 would appear to be necessary. This should become clearer from further use and revision of the experimental examination and from new research on the revised instrument. This revision would then permit the definition of a valid syllabus on which achievement tests could be devised.

10.2.4 Content Validity: One evaluates content validity by the thoroughness with which a set of operations have been conducted. These operations are the specification of objectives, the definition of the performance domain, adequate sampling of that performance domain, item writing assuring appropriate representation of all facets of the definition. The content validity is established by an expert appraisal of the test content. The test developer is accountable for the adequacy of his definition of the performance domain. " .... *an assessment must be made of just what the learners whose proficiency is being tested, need to do with the language, what varieties they must employ and in what situations they must use these varieties. This is an arduous task, and one largely based on guess-work, but it can be intelligent guess-work and it is essential for constructing a proficiency test".* (J.P.B. Allen and Alan Davies, op. cit. page 62). How accurate the guess-work

43

/ ....

in the test described here is deemed to be, depends on the judgement of experts in French as to whether it samples adequately the areas of proficiency desirable at Leaving Certificate level in spoken French.

10.2.5 Concurrent validity: Concurrent validity is established by a statistical procedure relating the test scores to another acceptable criterion about which evidence can be collected at nearly the same point in time. Statements of concurrent validity indicate the extent to which the results yielded correlate with those yielded by another validated test. *"The merit of a criterion-related validity study depends on the appropriateness and the quality of the criterion measure chosen. In applied research, that criterion should be chosen with reference to the problem at hand ... the adequacy of the study depends on the adequacy of the criterion".* If the criterion does not measure similar aspects of performance, i.e., if it is not relevant, or if the criterion itself is not valid or is very unreliable, then the validation itself may be distorted. Teacher ratings are commonly used as criteria for establishing concurrent validity. In this case, the same standards govern the teacher ratings as govern the test itself. In particular, the relevance and construct validity of the ratings themselves would have to be established. If possible, concurrent validation should consider more than a single global criterion since performance falls along many dimensions which appear to be independent. For instance, if one wished to validate a test of fluency consisting of items testing pronunciation, intonation, grammatical accuracy and ability to communicate orally, it would be most important to ensure that the teacher ratings were not based on performance in the written language. It would, further, be very desirable that separate assessments be given of those specific features being tested. The test constructor's view is that it may not be appropriate to relate the scores in the concurrent Leaving Certificate French examination in

44

order to establish concurrent validity, since they purport to measure quite different aspects of performance. Data which was obtained on examiners' ratings of the overall fluency of the candidates taking the experimental oral examination would be relevant to the results of the experimental examination. A further study using this data may yield information relevant to establishing concurrent validation for the experimental examination. Such study is, however, outside the scope of this report.

10.3 In summary, validity can be judged in a variety of ways. What it probes is (a) the nature or appropriateness of the test itself (the validity of the measurement) and (b) the relationships of the test scores to some other performance (correlation with some other criterion).

If a test user plans to make a substantial change in the test format, instructions or content, he should revalidate the use of the test for the changed conditions. If any other factors that may affect test performance or the validity of a suggested test interpretation arise, as for instance, significant syllabus changes, then validity studies should be repeated.

10.4 Basic Types of testing: The various categories of tests (aptitude, achievement or proficiency) may be constructed as norm-referenced tests or as criterion-referenced tests.

10.4.1 Norm-referenced testing: The purpose of norm-referenced testing is to evaluate the performance of an individual in terms of his standing in a group of individuals somehow like himself. This performance is the sum of his successes over a large number of items testing a variety of points or skills. The outcome of norm-referenced testing is the placing of the candidates on a ranking scale with the high scorers at the top and the low scorers at the bottom. In the construction of norm-referenced tests, items are written with certain standards in mind. Item selection is then made with a view to maximum reliability

45

in rank ordering. This is based on the difficulty and discrimination indices.

10.4.2 Criterion-referenced testing: The purpose of criterion-referenced testing is to evaluate the performance of an individual in terms of externally predetermined objectives – the criteria. The criteria may be specified in terms of degree of mastery of individual skills or of mastery of content within an individual skill. The outcome of criterion-referenced testing is a profile of the success or failure of an individual candidate in meeting predetermined standards of performance on blocks of items designed to test specific content or specific skills. In the construction of criterion-referenced tests, items are written which are judged to conform to the standards of performance which are already determined. Item selection is then made with a view to producing dichotomy between those who reach the standards and those who do not.

10.4.3 While this experimental examination was elaborated by norm-referenced procedures, the specific skills are clearly enough distinguished within it (see Correlation Tables 10.9,10.10, pp. 50,53) to encourage the development of it for uses of criterion-referenced nature, should such a development be desired.

10.5 Statistical terms: Before describing the decisions which were taken during the test construction process on the basis of the psychometric data, it may be well to define some of the statistical terms used.

10.5.1 Frequency Distribution: This is an arrangement of scores from the highest to the lowest giving the frequency of occurrence of each score. In this experimental examination each sub-test, test and section was analysed in terms of the frequency of occurrence of each score from 0 to maximum on the sub-test, test or section. This distribution was used to monitor the type of spread that each sub-test, test and section was contributing to the final distribution. The primary purposes, in frequency terms, was to achieve maximum spread in each sub-test, test and section.

46

10.5.2 Answer Pattern: Correct and incorrect answers for all items and for all individuals, provide the detailed answer pattern. This can be used for assessing the effectiveness of distractors. Since in the experimental examination the items selected, following item analysis, had satisfactory answer patterns, this information was not used. If further use of some of the discarded items were envisaged for further tests at this level, the answer patterns would indicate which distractors needed revision before certain items could be used.

10.5.3 Item Difficulty Index: This index is the proportion of persons answering each item correctly. The higher this index, therefore, the easier the item. When the item difficulty indices are known, item selection can be made in such a way as to produce the desired mean. In a norm-referenced test, such as the one being described here, the constructor usually aims at the maximum spread and discrimination. To achieve maximum spread and discrimination items which average 50% difficulty work best. Adjustments of the 50% index of difficulty requirement may be made where the presence of multiple-choice options restricts the expected range of score. If an item has 2 alternatives, there is, for example, a 50% chance of passing the item, if 3 alternatives, 33% chance and if 4 alternatives, 25% chance. Therefore, the range of expected scores increases as the number of alternatives increases. Thus, in aural section of this experimental examination where 4-choice alternatives predominated, the items were chosen to average towards a 60% index of difficulty while the dictation, which had no options supplied, averages toward a 50% index of difficulty. The selection of suitable items averaging toward the 50% index of difficulty in the oral section, where no options were supplied, proved not to be feasible on the basis of the performance of the candidates on the items tested. The test constructor, therefore, had to select the most difficult of the valid items with the best discrimination indices.

47

10.5.4 Item Discrimination Index: This index is the correlation between item response and test score. Otherwise stated, it indicates the consistency with which each item assigns candidates to the correct group i.e., to the group to which they are assigned by their total test score. The value of the discrimination index can vary between +1 and -1. The closer the index is to +1, the more nearly the item distinguishes between people in much the same way as the total sub-test or test does. A discrimination index of above .40 is quite high. A zero or a negative discrimination index shows that the lower scorers have done as well or better on the item as the upper group. Items that distinguish in the same direction as the total test are retained; those that do not are rejected. Thus, in the experimental test, items were selected from each subtest on the basis of an acceptable level of difficulty and the maximum discrimination *insofar as these did not distort prior reasoning on the nature of the test.* Except for two items, all items selected are above the .40 level of discrimination normally required by professional test constructors.

10.5.5 Reliability: The reliability of an item, sub-test or a test is the consistency with which it measures what it claims to measure. In a norm-referenced test, the reliability is the degree to which it provides consistent rank-ordering of the candidates i.e., how consistently it discriminates. "There are various methods of estimating the reliability of tests. These are:

1. Test-retest reliability: A group of individuals is given the test. The same test is repeated on the same group either immediately or after an interval of time. The correlation between the two sets of scores is calculated.
2. Parallel-form reliability: A group of individuals is given the test. The same group is then retested with another test which is designed to sample the same behaviour as the original test. The re-test takes place either immediately or after an interval of time as with test-re-test reliability. The correlation between the two sets of scores is calculated.

48

overall reliability in both sections containing 56 and 35 items respectively, is .91 and .90 and is thus high. The K.R. reliability co-efficient of both sections combined can be assumed to be appreciably higher than .91 given that an increase in the item total brings an increase in reliability. *Traditional type tests on the other hand, often show reliability coefficients of .50 and lower on another type of reliability".* (Drumcondra Attainment Tests Manual, Educational Research Centre, St. Patrick's College, Drumcondra, Dublin 1976, p. 58).

10.5.6 Mean: This is the arithmetical average — the sum of the scores divided by the number of people in the group.

10.5.7 Standard Deviation: This is the measure of the extent to which marks are spread on either side of the mean. It is the square-root of the average squared deviation from the mean, i.e., it is calculated by averaging the square of individual deviations from their mean and taking the square root.

10.5.8 Standard error of measurement: This describes the amount of error expected in individual scores because of the unreliability of a test. It is calculated by the formula $SE_{meas} = SD\sqrt{1-r}$, where SD is the standard deviation and r is the reliability coefficient e.g. KR_{20}. Take, for example, the 56-item experimental aural test, where the reliability is .91 and the standard deviation 11 (approx.), then the standard error of measurement is $11\sqrt{1-.91} = N \times \sqrt{.09} = 3.3$. A candidate who got a rawscore of 33 in the aural test can be banded between 29.7 x 36.3 (i.e. the true score probably falls between 29.7 and 36.3). A candidate with a rawscore of 39 in the same test is in the band 35.7 to 42.3. There would be, therefore, no justification for claiming there was any significant different between the two candidates in terms of the skill in question because the bands 29.7 - 36.3 and 35.7 - 42.3 overlap. But, at a score of 40 a significant difference emerges because this is the band 36.7 to 43.3 and there is no overlapping with the band represented by the score 33. *The standard error of measurement, 2.0, in this experimental examination must, therefore, be taken into account in order to avoid making over-refined distinctions between test scores that are not significantly different to each other, i.e. less than five rawscores apart.*

/....

3. Split-half reliability: A group of individuals is given the test once. The items comprising the test are divided into two halves and the correlation between the two sets of scores is calculated .... The correlation between the two sets of scores is a value for the half-test reliability. From this value it is possible to make an estimate of the reliability of the full test (known as the Spearman Brown reliability formula ....). .....

5. Kuder-Richardson reliability: It is very similar to the split-half reliability .... But whereas the split-half procedure calculates the relationship between one pair of scores, the KR reliability allows for the fact that there are many different ways in which a test can be split in two halves and divides them into every possible way in which they might be so split. It takes into account the number of items in the test, the difficulty index of each item, the discrimination index of each item and the standard deviation of the set of obtained scores". (The Open University, Educational Studies: A Third Level Course: Methods of Educational Enquiry Block 3 1973, pp. 39-40 and p. 98).

While four parallel forms of the experimental test were administered, the Kuder-Richardson formula was the method selected for measuring the internal consistency of the test. Broadly speaking, reliabilities of below .75 are considered borderline, .80-.90 satisfactory and above .90 high. However, sub-tests with relatively low reliability may be included for validity reasons, provided they do not bring the overall test reliability below an accepted level and provided that the sub-test scores are not used singly for decision-making. Thus, while the reliability of the individual sub-tests in both oral and aural tests in the experimental examination became quite low when the number of items within them was reduced (i.e. when item selections were made), the

/ ....

10.5.9 Correlation coefficients: While the item discrimination indices show the relationship between individual items and total test scores (i.e. the internal consistency), it is useful for a more complete picture of a test composed of sub-tests, to establish the relationships among sub-tests and between sub-tests and total scores. These correlations show how much the sub-tests which purport to measure different aspects actually do so. Correlation co-efficients vary from -1 to +1. "Positive values indicate that high scores on one variable tend to be associated with high scores on the other, and low scores with low scores. Zero correlation means no linear relationship while a negative correlation means that high scores on one variable tend to be associated with low scores on the other and vice versa." (The Open University, Educational Studies: A Third Level Course, Methods of Educational Enquiry Block 4, p. 150). In An Introduction to Statistics for the Social Sciences, London, Macmillan 1957, p. 154, Connolly and Sluckin give 'a rough but useful guide to the degree of relationship indicated by the size of the coefficients':

.90 - 1.00 — Very high correlation, very strong relationships;
.70 - .90 — High correlation, marked relationships;
.40 - .70 — Moderate correlation, substantial relationship;
.20 - .40 — Low correlation, definite relationship but a small one;
.20 and less — Slight correlation, relationship so small as to be negligible.

Alternatively, to see how similar sub-tests are one may square the correlation index. For example, a correlation of .9 between two sub-tests means that they have 81% of their variance in common and performance in the one would predict very closely performance in the other. Where sub-tests purport to test different aspects of a total skill, as, for instance, in the experimental examination described here, one expects moderate correlations, otherwise they are doing the same job. Various methods are used to calculate correlation coefficients. The method used on the data in this experimental examination was Pearson's product moment correlation co-efficient. [Discussion on this and other correlation

51

co-efficients in The Open University, Educational Studies: A Third Level Course Methods of Educational Enquiry Block 4: Data Analysis, Part 2, pp. 37-67.

10.6 Selection of items for the I.T.E. final test: The total number of items analysed in order to determine what items would be included in the I.T.E. Final Test were as follows:-

Type of test	Sub-Test	Number of Candidates Tested	Number of items
Aural	Auditory Perception, Section A	112	40
Aural	Auditory Perception, Section B	112	40
Aural	Comprehension A, Dialogues	112	20
Aural	Comprehension B, Continuous Passages (B 1 to B 4)	112	80
Aural	Comprehension C, Sentence Completion	112	20
Aural	Dictation	108	80
	Aural Test: Total	108	280
Oral	Intonation 3 – Word lists	93	40
Oral	Fluency	93	80
Oral	Grammatical Accuracy	93	80
	Oral Test: Total	93	200
Oral	Pronunciation (Passage) – Additional Test 1	41	40
Oral	Pronunciation (Passage) – Additional Test 2	45	40

(For details of the above items see Appendix XIII).

10.7 The following criteria were used in order to select the individual items:

(i) Validity Criteria in relation to the matching of the construct and content to the stated curricular aims as outlined in the Rules and Programme for Secondary Schools.

(ii) Psychometric Criteria in relation to sections, sub-tests and individual items. Items were judged on the difficulty and discrimination indices. Tests and sub-tests were judged on their inter-correlations, their correlations with total scores, and their reliability co-efficients.

10.8 The item analyses were, therefore, performed 3 or 4 times for each item:

(i) items correlated with part sub-tests scores;
(ii) items correlated with the sub-test scores;
(iii) items correlated with combined sub-tests scores;
(iv) items correlated with total score. For example, the four continuous passages, B1-4, were tested in the aural comprehension section. Within each passage each item was analysed separately (i), in terms of the B_1, B_2, B_3 or B_4 group (ii), in terms of the combined sub-tests A+B+C (iii), in terms of total aural which contained additionally auditory perception and dictation (iv).

10.9 The sub-tests and tests were intercorrelated and correlated with total scores. It should be noted that sub-tests correlated with test and total test scores, of which they form a part, necessarily show a higher correlation than with one another.

10.9.1 Using the Connolly and Sluckin approximative indications (10.5.9 p.47) aural sub-tests in the pre-test (Table 10.9 p. 50) correlated moderately with each other – dictation (6) correlating most highly of the individual aural sub-tests with the other aural

---

* See Table 10.9 overleaf.

10.9 *Pearson correlation co-efficients for sub-tests, tests and totals in pretest on 560 items*

N = No. of candidates

		1	2	3	4	5	6	7	8	9	10	11	12	13
1. Auditory Perception	N 112		.41	.48	.41	.54	.68	.79	.31	.47	.36	.62	.41	.54
2. Comprehension A	N 112			.56	.43	.79	.60	.72	.36	.26	.24	.53	.30	.42
3. Comprehension B1-4	N 112				.50	.90	.66	.82	.22	.31	.37	.59	.39	.52
4. Comprehension C	N 112					.74	.61	.69	-.22	.06	-.15	.23	.10	.10
5. Comprehension A-C	N 112						.77	.92	.20	.26	.23	.58	.35	.46
6. Dictation	N 108							.92	.27	.49	.29	.58	.42	.51
7. Total Aural	N 108								.34	.47	.37	.66	.48	.54
8. Pronunciation 1	N 41									—	.55	.38	.43	.54
9. Pronunciation 2	N 45										.53	.61	.72	.74
10. Intonation 3	N 93											.48	.54	.71
11. Fluency A, B	N 93												.63	.83
12. Grammatical Accuracy	N 93													.83
13. Total Oral	N 93													

In the above table the shaded correlations are spurious to the extent that they represent correlations between subtests and test or total test scores of which each subtest is a part.

Correlations between 8 and 9 (Pronunciation 1 & 2) could not be computed.

sub-tests and with the total aural. The oral sub-tests tended to correlate moderately with each other with the exception of Pronunciation 1 and 2 (8 and 9). Because of a fault in experimental design the correlation between these two subtests could not be computed. The grammatical accuracy sub-test (12) correlated most highly of the individual oral sub-tests with the other oral sub-tests and with the total oral. The individual sub-tests in the aural section correlated moderately with the total oral (13) even when they showed low correlations with individual oral sub-tests. /The exception to this was Comprehension C (4) which had a negative to slight correlation with the individual oral sub-tests and a negligible correlation with the total oral/. The individual sub-tests in the oral section tended to correlate moderately with the total aural (7) even when they showed low correlations with individual aural sub-tests. In summary, the individual sub-tests, while reasonably different from each other, tended to correlate highly with their total sections, the total sections themselves correlating moderately with each other. This indicates a coherence within the two sections, derived from the combination of the contributions from each sub-test and shows clearly the value of discrete point testing in and of both the aural and the oral aspects of language.

10.9.2 Were practical considerations the sole criteria in the elaboration of the experimental examination, two sub-tests – dictation and grammatical accuracy – could, on the basis of the pre-test correlations, have been retained as single, economical, objective and reliable measures summarising the sub-skills within oral and aural proficiency respectively. However, for reasons of construct and content validity as well as to meet criteria 4° and 5° 1.4 p. 4 in the original thinking on the test, the other sub-tests were

56
~~55~~

/ ....

required, and further, their intercorrelations, summarised in 10.9.1 from Table 10.9, justified the retention of them.

10.9.3 From the correlation tables (Table 10.9 p. 50), it was observed that Comprehension B1-4(3) correlated very highly with total aural. This was not surprising in view of the fact that B1-4 accounted for 80 of the 280 items included in the total aural section. The four sub-tests had been individually analysed and following repeated try-outs, B1 was retained with 15 items which had high internal discrimination, the desired level of difficulty and a relatively good showing within the total aural. Comprehension sub-tests A and C (2 and 4 Table 10.9 p. 50) were also retained as they were apparently testing different aspects of aural comprehension and yet were coherent as a combined comprehension test (5). Comprehension C was rather unique even after item selection (4 Table 10.10 p.53)* in its slight to negative correlation with the oral sub-tests 8 and 9 and its low correlation with total oral (13, 17). It was, therefore, a relatively independent source of information in the context of the total test. Auditory Perception A, a 40 item sub-test with a KR_{20} of .52, was discarded in toto because (i) it added little that was reliable or unique to the total information and (ii) it was not required for face validity given that auditory perception B tested the same aspect better from the point of view of difficulty and discrimination. After item selection, Auditory Perception B was reduced to a 15-item test with KR_{20} of .71 and it maintained its tendency toward moderate intercorrelations with the other sub-tests in its own and in the oral section (1 Table 10.10, p.53). The dictation sub-test, as already mentioned (10.9.2), had powerful psychometric characteristics: after item selection, it was reduced to a 10-item sub-test and yet retained high reliability (KR_{20}.77) and the highest correlation of all the individual aural sub-tests not only with the total aural (7) but with the total oral

51
56

---

* See Table 10.10 overleaf.

PEARSON CORRELATION CO-EFFICIENTS FOR SELECTION OF ITEMS IN I.T.É. EXPERIMENTAL EXAMINATION

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
. Auditory Perception		.42	.47	.38	.47	.69	.76	.20	.37	.63	.49	.40	.56	.60	.79	.75	.85
. Comprehension A			.62	.41	.73	.63	.74	-.06	.15	.43	.45	.28	.39	.39	.64	.60	.69
. Comprehension B				.38	.78	.62	.78	.38	.32	.49	.40	.37	.48	.46	.70	.67	.89
. Comprehension C					.62	.44	.60	-.16	-.10	.34	.32	.15	.22	.41	.48	.42	.49
. Comprehension A-C						.59	.90	.16	.17	.49	.40	.37	.45	.54	.78	.72	.72
. Dictation							.84	.20	.38	.58	.46	.51	.60	.58	.83	.8	.71
. Total Aural								.27	.36	.64	.50	.50	.62	.66	.92	.87	.85
. Pronunciation									.53	.49	.47	.42	.63	.65	.53	.58	.63
Intonation										.49	.40	.49	.68	.41	.57	.62	.60
0. Fluency A											.62	.57	.88	.77	.82	.85	.85
1. Fluency B												.38	.69	.60	.87	.69	.53
2. Grammatical Accuracy													.88	.53	.75	.80	.68
3. Total Oral														.71	.88	.93	.88
4. Total Ratings															.75	.78	.66
5. Total Aural + Total Oral																.99	.99
6. Weighted Totals (Aural + Oral)																	.98
7. Total Aural + Total Oral + Pronunciation I																	

*7. Total Aural has Auditory Perception B scaled down from 15 to 9.

*10. Fluency A + B is scaled up from 15 to 20.

*15. Total Aural + Total Oral are final test less 10 Pronunciation items.

*16. Weighting of 15:25 given to Aural and Oral.

*17. Statistics of 15 but computed on number of candidates who took Pronunciation I (41 candidates).

58

In the above table the shaded correlations are spurious to the extent that they represent corrections between subtests and test or total test scores of which each subtest is a part.

59

(13 Table 10.10 p. 53). Repeated analyses were thus performed on various combinations of selected items in the selected sub-tests in the aural section in order to arrive at the final version of the aural test.

10.9.4 The Pronunciation sub-tests, 1 and 2, were both designed to test the pronunciation of a variety of phonemes by two different approaches – reading lists and reading passages. However, through an error in experimental design (see 5.2.1 pp. 20, 21 of this report), they had been administered to two different groups, consisting of 41 and 45 candidates respectively of the total 93 taking all the oral tests. However, since their intercorrelations with the intonation sub-test were moderate, it was decided to retain one of them. The contrasting-pairs-of-phonemes approach to pronunciation which accounted for 20 items in each of the two pronunciation sub-tests, had not, on analysis, had the expected effect of discriminating more effectively than single phonemes within a continuous passage. Therefore, 10 items of acceptable difficulty and discrimination were selected from one of the passages included in the original 80 item pronunciation sub-tests. In Intonation 3, however, the contrasting pairs approach had proved effective in testing production of intonative patterns, the intonation items included in it yielding acceptable difficulty and discrimination indices. Therefore, following item selection and repeated analyses Intonation 3 became a 5-item test of intonation with a KR_{20} of .60. In the final analysis both the pronunciation and intonation sub-tests correlated moderately with each other and with the other oral sub-tests while tending to intercorrelate at a negative or negligible level with the aural sub-tests (8, 9 Table 10.10 p.53). The sub-tests Fluency A (general questions) and Fluency B (role playing) had intercorrelated at .94 in an initial analysis and their inter-correlations with the

other sub-tests in both sections had differed only slightly. They were therefore, reported in the correlation tables (11 Table 10.9 p.50) as combined sub-tests. However, because of the desirability of retaining the maximum number of observations for reliability purposes and because of the prime importance accorded to fluency aspect of an oral test and further because of the importance currently given in language teaching theories to the situational and functional use of language, it was decided to retain both sub-tests. The 40-item Fluency A became a 10-item sub-test after item selection, and the 40-item Fluency B became a five-item sub-test testing ability to ask questions in specified situations. This reduced the intercorrelation between the two sub-tests to the .62 level and produced more appreciable differences in their individual moderate correlations with the other sub-tests across the sections (10, 11 Table 10.10 p53). These two sub-tests have the strongest correlation of all the oral sub-tests with the individual aural sub-tests and with total aural. Fluency A (10) correlates more highly with total oral (13) than any other sub-test except Grammatical Accuracy (12). As has been stated (10.9.2), the grammatical accuracy sub-test has powerful psychometric properties, tending to correlate moderately with the sub-tests in its own section and in the aural section, both in the pre-test and in the final analyses (Tables 10.9 and 10.10). It correlated highest of all the individual sub-tests with its total section both in the pre-test (12 Table 10.9 p 50) and in the final analysis (12 Table 10.10 p. 53). Reduced to a 15-item sub-test after item selection it has a KR_{20} of .81.

10.10 The items, then, were selected with psychometric criteria of high discrimination and reliability in mind, insofar as these did not detract from prior reasoning on the nature of the test (Tables 11 and 12, pp. 57-60). The interplay of intercorrelations of scores

61

on sub-test, test and total test can be seen to have been used to monitor the relative homogeneity within the oral and aural sections and the relative heterogeneity across the sections (Tables 10.9 p. 50 and 10.10 p.53).

10.10.1 It will be noted that in the final correlation tables examiners' ratings are included (14 Table 10.10 p. 53). Since these ratings are not items in the same sense as the items included in the rest of the analysis, they require a different type of study which is outside the scope of this report. On the preliminary correlations shown here, the ratings correlate highly with Fluency A (General Questions), total oral and total oral + aural. Given that they do not form a part of these totals, these are the highest correlations reported in the test. Additionally, from the distribution tables, (not included in this report), they serve to improve the spread of the top scorers in the test (5% get the top score in fluency on the basis of the ratings, as compared with 30% on the Fluent/Non Fluent basis). It would, therefore, appear that they merit further investigation with a view to determining their usefulness particularly for refinement of the results of top scorers in the experimental test.

10.11 The final test proposed contains 96 items in all, arranged as shown below. Indices of difficulty and of discrimination are given for each item as well as indices of reliability for each section.

11. ITEM STATISTICS FOR I.T.E. EXPERIMENTAL EXAMINATION (AURAL)

The proposed Aural Examination is made up of 56 items divided into sub-tests as follows:

11.1 *Items 1-15: Auditory Perception (15 items)*

Item No.	Correct Answer	Difficulty	Discrimination	Item No.	Correct Answer	Difficulty	Discrimination
1	B	86.61	0.53	9	D	73.21	0.42
2	C	83.93	0.50	10	D	29.46	0.42
3	C	81.25	0.48	11	C	36.61	0.40
4	A	80.36	0.50	12	A	41.07	0.48
5	A	78.57	0.44	13	C	57.14	0.47
6	B	78.57	0.44	14	A	63.39	0.49
7	D	75.89	0.52	15	B	66.07	0.51
8	B	75.00	0.63				

Kuder-Richardson Reliability = 0.71

11.2 *Items 16-23: Aural Comprehension A- Short Dialogues (8 items)*

Item No.	Correct Answer	Difficulty	Discrimination	Item No.	Correct Answer	Difficulty	Discrimination
16	C	67.86	0.59	20	B	61.61	0.52
17	A	66.07	0.58	21	D	61.61	0.45
18	C	64.29	0.64	22	D	56.25	0.53
19	B	61.61	0.49	23	A	53.57	0.50

Kuder-Richardson Reliability = 0.57

64

11.3 *Items 24-38: Aural Comprehension B — Continuous Passage (15 items)*

Item No.	Correct Answer	Difficulty	Discrimination	Item No.	Correct Answer	Difficulty	Discrimination
24	C	72.32	0.51	32	D	75.00	0.58
25	A	53.57	0.48	33	C	64.29	0.48
26	B	46.43	0.40	34	D	66.07	0.45
27	C	62.50	0.57	35	D	54.46	0.47
28	A	61.79	0.55	36	A	79.46	0.42
29	A	33.04	0.59	37	A	60.71	0.48
30	A	51.79	0.56	38	B	83.04	0.43
31	C	43.75	0.45				

Kuder-Richardson Reliability = 0.73

11.4 *Items 39-46: Aural Comprehension C — Incomplete Statements (8 items)*

Item No.	Correct Answer	Difficulty	Discrimination	Item No.	Correct Answer	Difficulty	Discrimination
39	C	74.11	0.48	43	D	57.14	0.50
40	A	67.86	0.48	44	B	56.25	0.40
41	C	66.07	0.54	45	C	45.54	0.49
42	A	61.61	0.53	46	D	41.96	0.51

Kuder-Richardson Reliability = 0.48

11.5 *Items 47-56: Dictation (10 items)*

Item Number	Difficulty	Discrimination	Item Number	Difficulty	Discrimination
47	85.19	0.49	52	67.59	0.70
48	73.15	0.67	53	29.63	0.67
49	19.44	0.47	54	54.63	0.70
50	45.37	0.73	55	37.04	0.68
51	43.52	0.65	56	57.41	0.74

64

Kuder-Richardson Reliability = 0.77

12. ITEM STATISTICS FOR I.T.E. EXPERIMENTAL EXAMINATION (ORAL)

The proposed Oral Examination is made up of 45 items divided into sub-tests as follows:

12.1 *Items 1-10: Pronunciation (10 items)*

Item No.	Difficulty	Discrimination	Item No.	Difficulty	Discrimination
1	78.05	0.49	6	46.34	0.54
2	65.85	0.55	7	65.85	0.48
3	58.54	0.49	8	63.41	0.64
4	48.78	0.57	9	80.49	0.42
5	80.49	0.37	10	43.90	0.35

Kuder-Richardson Reliability = 0.60

12.2 *Items 11-15: Intonation (5 items)*

Item No.	Difficulty	Discrimination	Item No.	Difficulty	Discrimination
11	82.80	0.64	14	65.59	0.79
12	67.74	0.57	15	55.91	0.78
13	66.67	0.71			

Kuder-Richardson Reliability = 0.60

12.3 *Items 16-25: Fluency A — General Questions (10 items)*

Item No.	Difficulty	Discrimination	Item No.	Difficulty	Discrimination
16	78.49	0.61	21	68.82	0.63
17	77.42	0.65	22	66.67	0.73
18	76.34	0.60	23	78.49	0.49
19	76.34	0.62	24	79.57	0.52
20	79.57	0.44	25	79.57	0.60

Kuder-Richardson Reliability = 0.72

/....

ITEMS STATISTICS FOR I.T.É. EXPERIMENTAL EXAMINATION (ORAL)

12.4 *Items 26-30: Fluency B — Role Playing (5 items)*

Item No.	Difficulty	Discrimination	Item No.	Difficulty	Discrimination
26	66.67	0.74	29	76.34	0.64
27	69.89	0.76	30	75.27	0.70
28	77.42	0.62			

Kuder-Richardson Reliability = 0.59

12.5 *Items 31-45: Grammatical Accuracy (15 items)*

Item No.	Difficulty	Discrimination	Item No.	Difficulty	Discrimination
31	75.27	0.63	39	68.82	0.63
32	66.67	0.60	40	50.54	0.62
33	45.16	0.63	41	45.16	0.42
34	68.82	0.57	42	61.29	0.55
35	62.37	0.63	43	39.78	0.62
36	43.01	0.62	44	58.06	0.60
37	68.82	0.40	45	49.46	0.64
38	58.06	0.51			

Kuder-Richardson Reliability — 0.81

/ ....

13. RAW SCORE NUMBERS AND STATISTICS FOR SELECTED SUB-TESTS AND TOTALS IN I.T.E. EXPERIMENTAL FRENCH ORAL-AURAL EXAMINATION

N = No. of candidates

AURAL	Subtests	Combined Subtests	Number of items	KR	Range	% all right or all but one	Mean	Standard Deviations	Standard error
112	Auditory Perception		15	.71	3-15	11.6	10.07	3.12	1.68
112	Aural Comprehension								
	Short Dialogue (A)		8	.57	0-8	27.6	4.93	2.08	1.38
	Passage (B)		15	.73	1-15	12.5	8.98	3.49	1.81
	Sentence Completion		8	.48	0-8	16	4.50	1.89	1.30
		A - C	31	.82	5-31	3.3	18.41	6.14	2.60
108	Dictation		10	.77	0-10	16.5	5.13	3.01	1.44
108	Total Aural		56	.91	13-55	.92	33.83	10.83	3.25
	ORAL								
41	Pronunciation		(10)	(.60)	(1-10)	(24.3)	(6.32)	(2.28)	1.44
93	Intonation		5	.60	0-5	53.7	3.39	1.61	1.02
93	Fluency								
	Conversation (A)		10	.72	1-10	49.4	7.61	2.51	1.33
	Role Playing (B)		5	.59	0-5	53.4	3.66	1.53	.98
	A B		15	.81	1-15	11.8	8.61	4.19	1.83
93	Grammatical Accuracy		15	.81	1-15	38.7	11.27	3.78	1.65
93	Total Oral		35	.90	1-35	7.5	23.27	8.01	2.53
78	Total Aural + Total Oral		91	*	23-91	2.6	61.4	17.9	2.03

68

67

* KR_{20} for TOTAL AURAL + TOTAL ORAL was not computed.

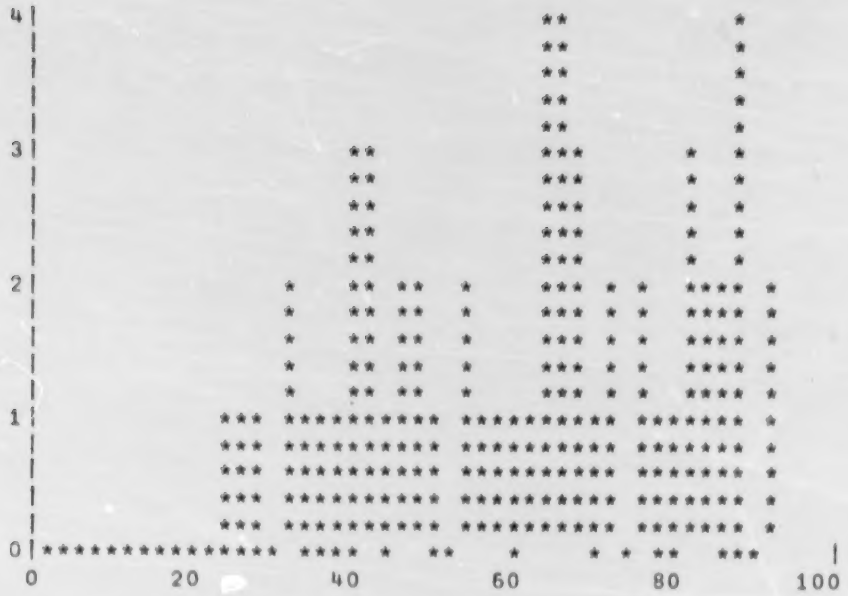
14. DISTRIBUTION GRAPHS

14.0 When the items for the final test had been selected, several further analyses were carried out to determine how the participating students performed on only the items included in the final test. The tables following show what the results of the tests would be in this situation. These tables, therefore, may be taken as indications of how students of similar standard to those used in the experiment might be expected to perform if the I.T.E. final test were applied to them using the various weighting systems and question combinations shown in the tables.

14.1 DISTRIBUTION ON TOTAL AURAL (56 items) AND TOTAL ORAL (35 items)

Number of candidates : 78

Maximum Score : 91



PERCENTILE RANK	PERCENTILE SCORE
10	36.3
20	42.4
30	48.9
40	58.7
50	64.3
60	66.5
70	71.8
80	80.6
90	85.6

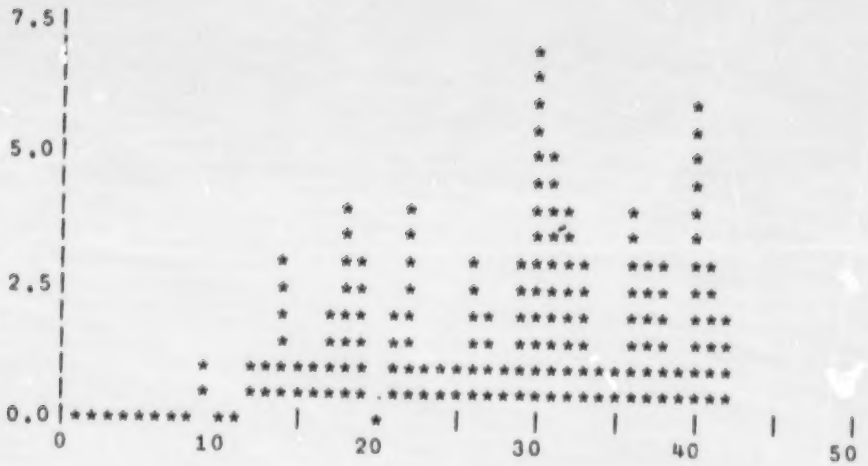
70

The above illustration shows how the scores of the participating candidates (78) would be distributed if one mark were allocated for every item answered correctly in the proposed I.T.E. final test. The possible maximum mark for any candidate would be 91, made up of 56 marks for the Aural test and 35 for the Oral.

14.2 DISTRIBUTION ON WEIGHTING AURAL AT .375 AND ORAL AT .625

Number of candidates : 78

Maximum Score : 42.875



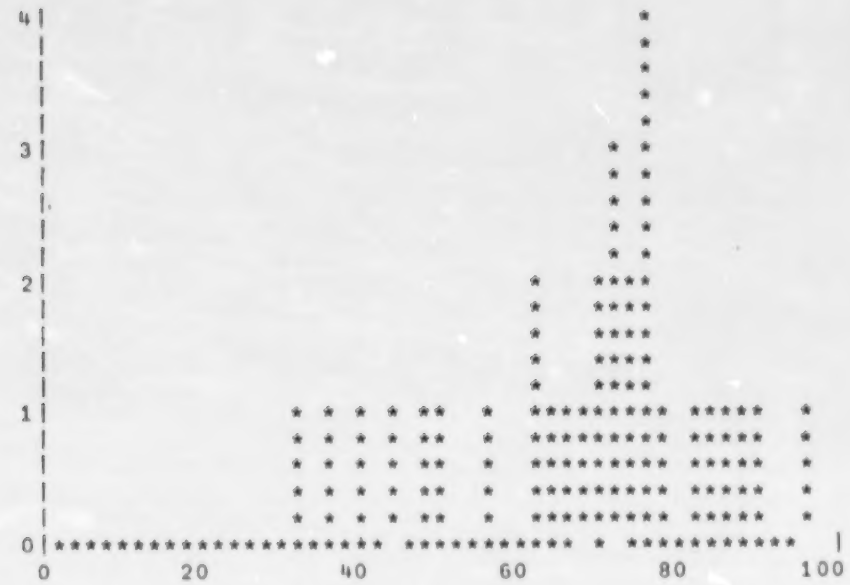
PERCENTILE RANK	*PERCENTILE SCORE*
10	16.3
20	19.0
30	22.9
40	27.7
50	30.1
60	31.5
70	34.1
80	37.3
90	40.0

If the marking of the I.T.E. final test were weighted in favour of the oral aspect in the ratio 5:3, the distribution of marks in the case of the 78 participating candidates would be as shown above. The maximum possible score would be 42.875.

14.3 DISTRIBUTION ON TOTAL AURAL (56 items) AND TOTAL ORAL (35 items) AND PRONUNCIATION 1 (10 items)

Number of candidates : 34

Maximum Score : 101



PERCENTILE RANK	*PERCENTILE SCORE*
10	42.9
20	49.3
30	63.7
40	68.1
50	71.0
60	72.3
70	74.7
80	76.7
90	86.1

72

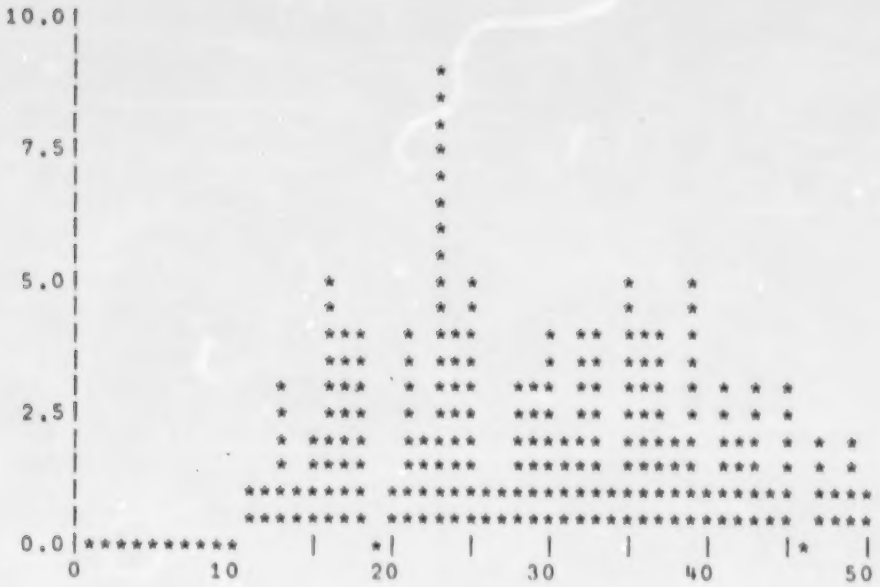
The above distribution of marks would result if the test were to consist of 101 items: 56 aural and 36 oral as before, with 10 pronunciation items added, one mark being awarded for each item answered correctly. Only 34 candidates had participated in the answering of all these items.

14.4 DISTRIBUTION ON INTERNAL WEIGHTING OF AURAL TEST

(AUDITORY PERCEPTION, 15 items, scaled down to weighting of 9)

Number of candidates : *108*

Maximum Score : *50*



PERCENTILE RANK	*PERCENTILE SCORE*
10	16.1
20	20.1
30	23.0
40	24.9
50	29.5
60	32.7
70	35.9
80	40.0
90	43.2

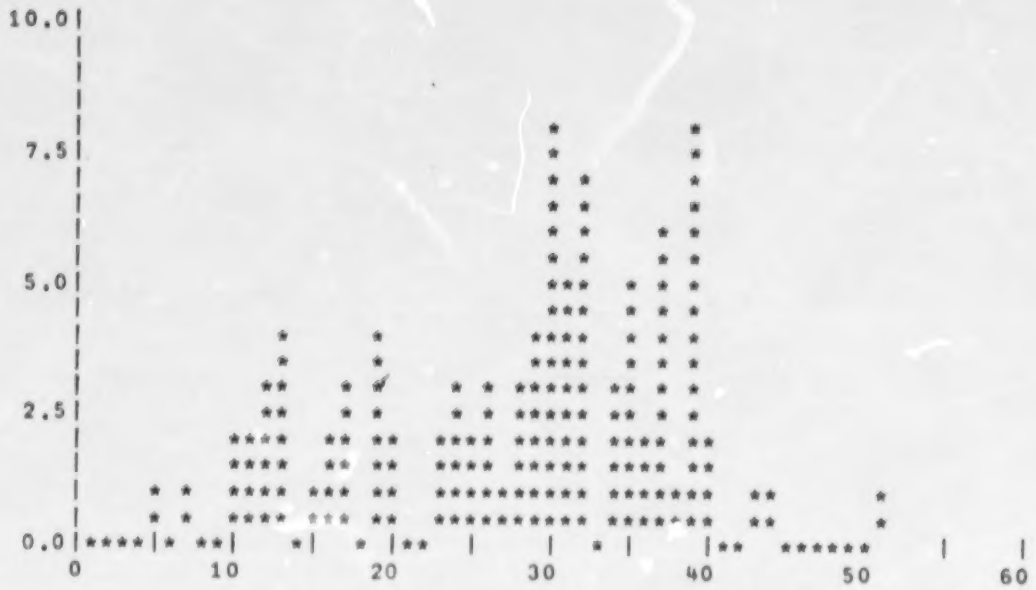
The above distribution of marks in the Aural test would result if the 15 auditory perception items in the Aural test were scaled down to count as a possible 9 marks, all other 41 items in the Aural test being reckoned at one mark each. This would give a possible total of 50 marks on the aural test. The distribution here is based on 108 participants.

14.5 DISTRIBUTION ON INTERNAL WEIGHTING OF ORAL TEST

(FLUENCY A+B, 15 items, scaled up to weighting of 20)

Number of candidates : *93*

Maximum Score : *40*



PERCENTILE RANK	*PERCENTILE SCORE*
10	12.6
20	17.4
30	23.8
40	27.9
50	29.9
60	31.5
70	34.2
80	36.7
90	39. 0

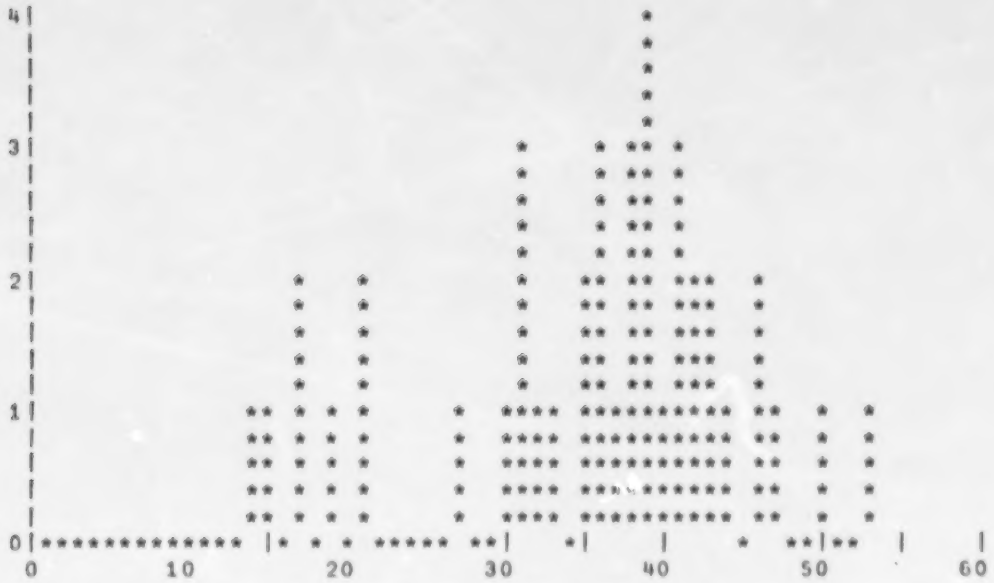
The above distribution of marks in the Oral test would result if the marks for the 15 fluency items were scaled up to 20, all other items in the Oral test being reckoned at one mark each. This would give a possible total of 40 marks on the oral test. The distribution here is based on 93 participants.

74

14.6 DISTRIBUTION ON INCLUSION OF READING TEST IN WEIGHTED ORAL TEST (14.8)

Number of candidates : 41

Maximum Score : 50



PERCENTILE RANK	*PERCENTILE SCORE*
10	18.6
20	29.7
30	31.8
40	35.6
50	37.7
60	38.9
70	40.7
80	42.4
90	46. 0

The above distribution of marks in the oral test would result if the marking were as shown in table 14.8 and if, in addition, the pronunciation were included. This would give a total of 50 marks.

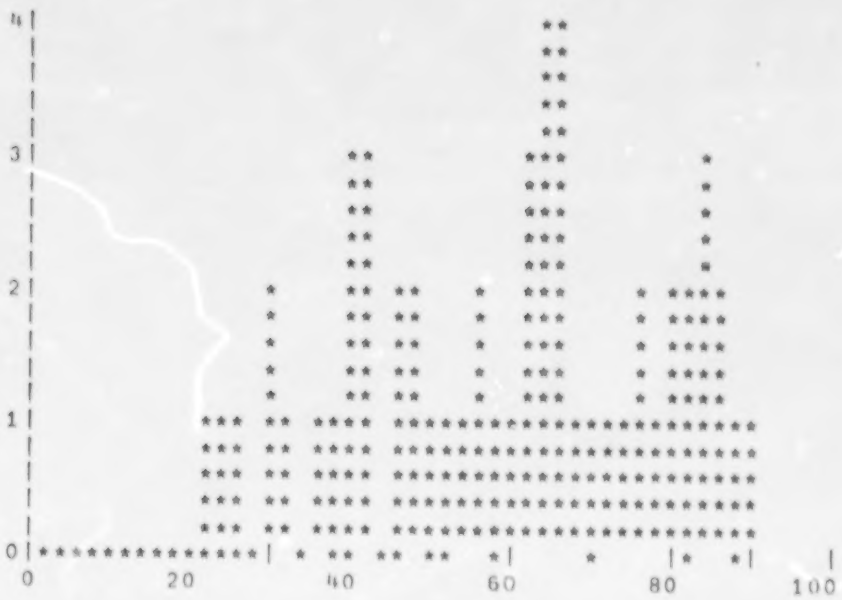
75

The distribution here is based on 41 participants.

14.7 DISTRIBUTION ON COMBINATION OF WEIGHTED AURAL TEST AND WEIGHTED ORAL TEST (14.7 + 14.8)

Number of candidates : 78

Maximum Score : 90



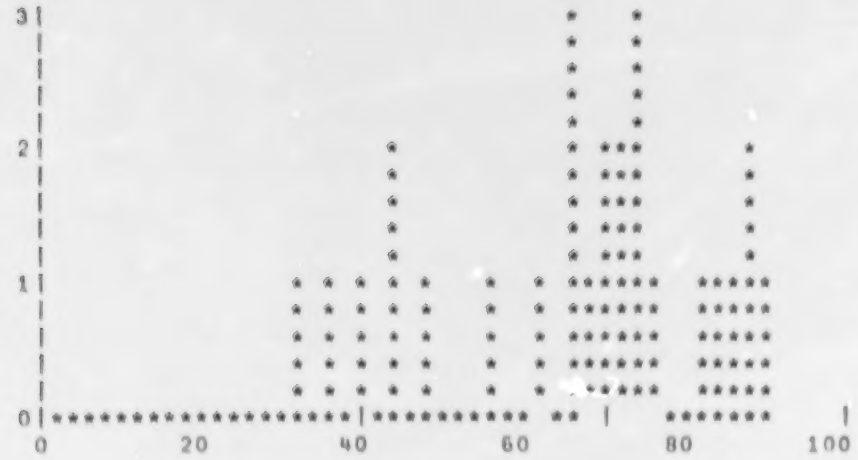
PERCENTILE RANK	*PERCENTILE SCORE*
10	32.3
20	41.7
30	48.9
40	58.7
50	63.0
60	65.2
70	71.1
80	77.9
90	83.2

The above distribution is based on a combination of the marks deriving from the methods shown in tables 14.7 and 14.8, that is a combined maximum possible score of 90 marks — 50 aural and 40 oral.

14.8 DISTRIBUTION ON COMBINATION OF WEIGHTED AURAL TEST, WEIGHTED ORAL TEST WITH READING TEST (14.7, 14.9)

Number of candidates : 34

Maximum Score : 100



PERCENTILE RANK	PERCENTILE SCORE
10	39.9
20	47.3
30	64.6
40	67.1
50	69.5
60	71.9
70	73.4
80	75.7
90	85.1

The above distribution of marks would result from a combination of the marks deriving from the methods shown in tables 14.7 and 14.9, that is, a combined maximum possible score of 100 — 50 aural and 50 oral (including 10 reading). The distribution shown is based on 34 participants.

77

14.9 NOTES ON THE DISTRIBUTION DATA (14.1 — 14.8)

Histogram: The frequency of each score is plotted.
The frequencies are indicated on the ordinate (y - axis).
The scores are indicated on the abscissa (x-axis).

Percentiles: The scores which divide the distribution of scores into percentages of cases are calculated.
The percentile rank is the percentage of cases which occurs below the corresponding percentile score, i.e. 10% of cases fall below the 10th. percentile and 90% of cases fall above the 10th. percentile. The percentile score corresponding to the 10th. percentile rank is the score which 10% of the cases fall at or below and 90% of the cases fall at or above.

Notes:
1. While the frequencies represented by the height of the histogram differ between the various plots, the score scale to which they refer remains relatively constant.
2. The percentiles are computed on the basis of a scale whose origin is 0.5 and whose interval width is one. Thus the first interval is from 0.5 — 1.5, with 1 being the mid-point of the interval.

The scoring is satisfactory, the high mean indicating a rather easy test. The scores, however, cover a wide range indicating that the test distinguishes well between the candidates, and provides scope for good candidates to do very well. While the distribution does not conform to the normal distribution curve, it is one which suggest that the average will be fairly representative of the average students.

NOTES

[1] This represented an evolution in my own thinking over a ten year period. I had begun at the point where I felt that a potential solution to reliable results in assessing fluency lay in the provision of standardised test materials (Group Cert. pictures and picture series, set questions in current exam.) to a conviction that the provision of standardised material is relatively unimportant in the assessment of fluency since all that is needed is an appropriate stimulus to provoke free expression. "Appropriate" would here mean "in language which is within the comprehension range of candidate and on topics within the range of his experience and interest". The simplest open question can evoke responses ranging from the unintelligible to the most sophisticated, depending, among other things, on the language range of the candidate. The crucial element is the candidate's response and our assessment of that response. Hence, a solution may well be found in concentration on devising clear and unambiguous categories in a Fluency Chart. It should be possible to devise such categories through study of taped authentic free expression at the level to be assessed — in our case, Leaving Certificate French.

[2] I believedthis to be an honest approach to testing this aspect of oral skill until such time as easily interpretable indications can be given for assessing the range of elements which are undoubtedly included in the reading of a passage; — elements such as general intonation, phrasing, rhythm and reading with expression. Since reading comprehension is more fairly tested in silent reading, it can be tested in the written format with multiple choice questions to eliminate expression difficulties and would not need to be included in the oral examination. As for backwash effects on teaching, the inclusion of even a limited test of pronunciation and intonation would have the effect of ensuring that the basic pronunciation and intonation forms would be taught.

BIBLIOGRAPHY

ALLEN,J.P.B. & CORDER, S. Pit - editor:

The Edinburgh course in Applied linguistics. Oxford University Press. Vol. 3 : Techniques in applied linguistics, 1974.

ALLEN,J.P.B. & DAVIES, Alan:

The Edinburgh course in Applied linguistics. Vol. 4 : testing & experimental methods. Oxford U.P., 1977.

AMERICAN PSYCHOLOGICAL ASSOCIATION, Inc.:Standards for educational and psychological tests. Washington, The Association, 1974.

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD/ JOINT MATRICULATION BOARD/NORTH WESTERN SECONDARY SCHOOL EXAMINATIONS BOARD: French-report on the 1974 examination.

ATESOL: Testing in second language teaching: report 1st international conference of the Association of Teachers of English as a second or other language. Ed.:Concannon O'Brien. Dublin University Press,1973.

BLOOM, Benjamin S. et al: ndbook on form ve summative evaluation of student lear ag. McGr w-Hill, 1971.

BURSTALL, Clare et al: Primary French in the balance. Windsor, National Foundation for Educational Research in England & Wales, 1974.

CARROLL,J.B.: The Teaching of French as a foreign language in eight countries. New York, Halsted Press, 1975.

CERTIFICATE OF SECONDARY EDUCATION: Mode 3. Syllabi in French, French studies and European studies. (Occas. paper no. 35).

CERTIFICATE OF SECONDARY EDUCATION : O level and A level syllabi and examinations as available from the various examining boards. Joint CSE & O levels and feasibility study reports for the N & F levels, Leaving Certificate, Intermediate Certificate (both modes), Group Certificate Examinations.

CILT: Examining modern languages. London, CILT for [Gt. Britain] Committee on research and development in modern languages, 1970.

CLARK, John L.D.: Foreign language testing: theory and practice. Philadelphia: Center for Curriculum Development, 1972.

COMMITTEE TO EVALUATE PRESENT FORM & FUNCTION OF INTERMEDIATE EXAMINATION & TO ADVISE ON NEW TYPES OF PUBLIC EXAMINATIONS. Interim report. Dublin, S.O., 1972.

CONSEIL DE L'EUROPE: Un niveau-seuil. Systèmes d'apprentissage des langues vivantes par les adultes. Par Daniel Coste et al. 1976.

COUNCIL OF EUROPE: Modern languages: the Threshold Level in foreign language learning by adults. By J.A. Van Ek. Strasbourg, 1972.

DAVIES, Alan-editor: Language testing symposium : a psycholinguistic approach. London, Oxford U.P., 1968.

DURAND, Pierre: Exercises de phonétique pour professeurs Irlandais de Français. (unpublished) 1972.

DYSON, A.P. : Oral examining in French: a report of research conducted on behalf of the Modern Language Association. London, The Association, 1972.

DODSON,C.J.: Oral Examinations. Faculty of Education, University College of Wales, Aberystwyth, Pamphlet no. 12. 1963.

EBEL,R.L.: Essentials of educational measurement. Englewood Cliffs. Prentice-Hall, 1972.

GT. BRITAIN. DEPT. OF EDUCATION & SCIENCE: Modern languages in comprehensive schools : a discussion paper by some members of H.M. Inspectorate of Schools based on a survey of 83 schools in 1975-76. London, HMSO, 1977.

HARRIS, David P.: Testing English as a second language. New York, McGraw-Hill, 1969.

HEATON, J.B.: Writing English language tests: a practical guide for teachers of English as a second or foreign language. London, Longman, 1975.

JAMES,C. Vaughan & ROUVE, Sonia: Survey of curricula and performance in modern languages 1971-1972. Sussex University Centre for Educational Technology and CILT, c CILT 1973.

LADO, Robert : Language testing: the construction and use of foreign language tests. A teacher's book. London, Longman, 1961.

LÉON, Monique: Exercices systématiques de prononciation Française. Paris, Hachette/Larousse, 1964.

LÉON, P.et M.: Introduction à la phonetique corrective. 2nd ed. Paris, Hachette/Larousse, 1972.

LEWIS,D.G. :Assessment in education. University of London Press, 1974.

LEWIS & MASSAD,Caroline E.: The teaching of English as a foreign language in ten countries. New York, Halsted Press, 1975.

MAC INTOSH,J.G. - editor: Techniques and problems of assessment. A practical hand-book for teachers. London, Arnold, 1974.

MADAUS, George F. & MACNAMARA, John: Public examinations: a study of the Irish Leaving Certificate. Dublin, Educational Research Centre, St. Patrick's College, 1970.

MENDENHALL/OTT/LARSEN: Statistics: a tool for the Social Sciences. Massachusetts, Duxbury Press, 1974.

MODERN LANGUAGE ASSOCIATION OF AMERICA: A handbook on foreign testing: French, German, Italian, Russian, Spanish. Project director: F. André Paquette. [New York], 1968.

MOTHE, Jean-Claude: L'évaluation par les tests dans la classe de français. Paris, Hachette/Larousse. 1975.

NATIONAL STEERING COMMITTEE FOR MODERN LANGUAGES (Scotland): Methods of assessment in SI & SII (Edinburgh), n.d.

NUTTALL, D.L.: Assessment techniques. London, Methuen, 1973.

OPEN UNIVERSITY: Methods of educational enquiry. Block 3 : data collection. Block 4 : data analysis. 1973.

RIVERS,Wilga M.: A practical guide to the teaching of French. New York, Oxford U.P. 1975.

SCHOOLS COUNCIL: The 1966 CSE monitoring experiment. London, HMSO,1969.

SCHOOLS COUNCIL: Development of modern language teaching in secondary schools. London, HMSO, 1969.

82 SCHOOLS COUNCIL : Examinations at 16+ : proposals for the future. London, 1975.

VALETTE, Rebecca M.: Directions in foreign language testing. New York, Modern Language Association, [1969].

VALETTE, Rebecca M.: Modern language testing: a handbook. New York, Harcourt, Brace & World, 1967.

WOOD,R. & SKURNIK,L.S.: Item banking : a method for producing school-based examinations and nationally comparable grades. Slough. National Foundation for Educational Research in England & Wales. 1969.

T E S T S

B.E.L.C. TESTING MATERIALS. French test for British primary school teachers.

CENTER FOR CURRICULUM DEVELOPMENT. Tests to accompany VOIX ET IMAGES DE FRANCE.

COLLEGE ENTRANCE EXAMINATIONS BOARD (Princeton):College Board achievement tests 1968-1969. ETS, Box 999, Princeton, New Jesery,U.S.A.

C.R.E.D.I.F.: Tests C.G.M. SMB.M. Ministère de l'Education Nationale, Centre de Recherches et d'Etudes, St. Cloud, 1962, 1967.

M.L.A.T. Tests: Carroll,J.B. & Sapon,S. New York, Psychological Corporation, 1959.

N.F.E.R.: Testing material accompanying Nuffield/School Council project.

PIMSLEUR MODERN FOREIGN LANGUAGE PROFICIENCY TESTS. Harcourt,Brace & World, Inc., 1967.

TEST LAVAL

* * * * * * * * * * * *

APPENDIX

THE EXPERIMENTAL FRENCH EXAMINATION

INSTITIÚID TEANGEOLAÍOCHTA ÉIREANN

EXPERIMENTAL FRENCH EXAMINATION

Oral Examination (1977)

Level: Leaving Certificate

FÓGRA

Ní ceadmhach an triail seo, ná sliocht aisti, a úsáid, ná cóip a dhéanamh di, ná d'aon chuid di, ach de réir mar a thabharfaidh Institiúid Teangeolaíochta Éireann cead é sin a dhéanamh.

31 Plás Mhic Liam,
BAILE ÁTHA CLIATH 2.

Teileafón: (01)765489

© Institiúid Teangeolaíochta Éireann, 1977.

85

CONTENTS

		Page
1.	Teacher's copy of speaking test	3
2.	Student's reading sheet	17
3.	Student's intonation sheet	18
4.	Text of tape for listening test	19
5.	Student's answer book for listening test	28

* * * * * *

INSTITIÚID TEANGEOLAÍOCHTA ÉIREANN

ORAL EXAMINATION

EXAMINATION CENTRE NO. ..... Examination No. .....

Surname: ..... Time taken: From: _____

Christian Name: ..... To: _____

.....

General Instructions to Oral Examiners

Familiarise yourself in advance with the content of the examination.

Ensure that you have the correct number of answer booklets – one per candidate.

The Marking Scheme is on a Correct/Incorrect basis. Each response given by the candidate must be indicated in the appropriate box as Correct [✓], Incorrect [0] or No Attempt [X]. EACH BOX MUST BE FILLED IN.

Never correct or prompt a candidate. Make every effort to be impartial and equable to all candidates. You should try to make the candidate feel at ease. This is best done before you start testing; it is usually best to make no extraneous comments during the actual administration of the test. In general, if a student seems unduly nervous, he should be calmed and reassured. If he tends to speak rapidly and incorrectly, remind him to take his time.

Ask the candidate to sit across from you and give him the reading text and list.

Write his name on the answer booklet and give him these instructions:

> This is a test of your ability to speak French. I will ask you to read a short piece and a few sentences. I will be listening for correct pronunciation, liaisons and intonation. I will then ask you some general questions to give you the opportunity to show how easily and fluently you can speak on a fair range of easy topics. You can expand on any of them if you so wish. Oui/Non carry no marks. There will then be a role playing section where you will look for easy information from me. Finally, there will be questions to test your accuracy in French grammar – I will give you an example before each set of test questions. If you're not quite sure what the question is asking I will repeat it for you. If you don't understand the question, even after I repeat it, say "Je ne comprends pas". If you don't know the answer say

"Je ne sais pas". If you think you know the answer but you're not quite sure, give your answer anyway. Do you understand what you are supposed to do?

Answer any questions the candidate may have at this point.

Sign the following on completion of each test:-

I confirm that I have administered this oral examination to the above candidate and that I followed the instructions given.

Signature: _____

Date: _____

1-10 PRONUNCIATION TEST

Allow 1 min. or so to candidate to read the text silently.
The emphasis here is on correct pronunciation of the 10 words underlined in examiner's text. Put ✓ in appropriate box for Correct Production; O for Incorrect Production, X for No Attempt. Before recording a score for the candidate you must be sure that the correct sound has been produced. *IF IN DOUBT HAVE THE SENTENCE OR PHRASE RE-READ.*

TEXTE DE LECTURE

/Un soir, je dinais dans un restaurant de l'Avenue Victor Hugo. A la table voisine de la mienne il y avait un couple qui dinait . Deux autres clients sont arrivés et se sont installés à la table à coté du premier couple qu'ils ont salué cérémonieusement./

"Cela fait bien longtemps qu'on vous 1 a vus ici", — vous a /z/ — 1 ☐

dit 2 une des dames. 'Et pour cause', répondit l'autre. — dit une /t/ — 2 ☐

"Figurez-vous qu'en avril dernier nous nous rendions

au cinéma lorsque, au coin de la 3 rue, deux petits — rue /ry/ — 3 ☐

voyous m'ont 4 arraché mon sac à main. En essayant de — m'ont arraché /t/ — 4 ☐

le retenir, j'ai eté précipitée à terre et je me suis

fracturé le coude"!

89

/ ....

"Quelle coïncidence! Je viens justement d'être victime

d'une agression semblable, la semaine dernière alors que

nous nous rendions à un cocktail. Heureusement, la

chainette de mon sac était enroulée autour de mon

poignet. Mon mari me donnait le bras. C'est un ancien

joueur de rugby. Aussi avons-nous tenu bon. Les

petits voyous se sont enfui. Bien entendu

auc-un agent à l'horizon!

- Avez-vous jamais vu des agents patrouiller dans

nos quartiers sauf devant des ambassades exotiques?

5	agression /agʀɛsjɔ̃/	5 ☐
6	était enroulée /t/	6 ☐
7	tenu /t(ə)ny/	7 ☐
8	sont enfui /t/	8 ☐
9	aucun agent /œ̃N/	9 ☐
10	patrouiller /patruje/	10 ☐

11-15 INTONATION TEST

Allow candidate to look over list briefly.
The emphasis here is on correct intonation of the 5 sentences underlined in the second column. The contrasting intonation patterns in the first column are give to alert candidates and especially examiners to intonation patterns which are not acceptable versions of the underlined sentences. Before recording a score for the candidate you must be sure that the intonation pattern required has been produced. IF IN DOUBT, HAVE THE SENTENCE RE-READ.

Put √ in appropriate box for Correct Production, O for Incorrect Production and X for No Attempt.

11.	Vous courez vite?	Courez vite.	☐ 11
12.	Son père / sa mère / et son frère // l'attendaient à la gare.		☐ 12
13.	Vous avez fait ça?	Comment avez-vous fait ça?	☐ 13
14.	Il est là.	Il est là?	☐ 14
15.	Vous avez vu ce film?	Avez-vous vu ce film?	☐ 15

GENERAL QUESTIONS AND ROLE PLAYING

Use normal conversational speed. If you repeat a question, do not artificially slow down your rate of speech. Do not wait too long for the student to answer. When a student cannot answer or ask a question, be careful not to discourage him. Never correct or prompt a candidate. Make every effort to be impartial and equable to all candidates. Although you should try to make the candidate feel at ease, this is best done before you start testing; it is usually best to make no extraneous comments during the actual administration of the test. In general, if a student seems unduly nervous, he should be calmed and reassured. If he tends to respond rapidly and incorrectly, remind him to take his time. The candidate is to be rated as fluent or not fluent on each of the 15 items. *The top three categories on the Fluency Rating Sheet are fluent, the bottom two not fluent.* Put ✓ in appropriate box for Fluent, O for Not Fluent and X for No Attempt.

EXCELLENT	Meaningful sentences/utterances with no strain or stumbling. Only a trace of "foreign accent" Occasional mispronunciations or inaccuracies do not interfere with communication. Speed of response flowing: no pauses within semantic groups. Demonstrates ability to take responses spontaneously beyond the strict requirements of the questions.
VERY GOOD	Meaningful sentences/utterances with little strain or stumbling. Recognisable foreign accent but occasional mispronunciations and inaccuracies do not interfere with communication. Speed of response often flowing. Rare pauses within semantic groups. Does not, however, demonstrate ability to take responses beyond the strict requirement of the questions.
GOOD/SATISFACTORY	Fair continuity with some stumbling. Foreign accent requires concentrated listening and mispronunciation and inaccuracies lead to occasional misunderstandings. Generally understands questions first time. At lower limit frequent pauses before response, frequent pauses within semantic groups. Palpable limitations in active, simple vocabulary.

BELOW STANDARD	Occasional continuity with considerable stumbling, heavy accent, frequent mis-pronunciations and gross inaccuracies make understanding difficult and require frequent repetitions. Frequently requires repetition to understand the questions.
POOR	Never flowing, exceedingly halting, fairly unintelligible or meaningless jumble. Lacking in basic vocabulary and structures to permit expression. Questions constantly need repetition. At lowest limit: no response, unable to comprehend or communicate.

GENERAL QUESTIONS

16	17	18	19	20	21	22	23	24	25
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

16-25 GENERAL QUESTIONS

These questions are offered principally as a guideline on the language level and the topic ranges which are being proposed. They may be rephrased. If any particular question provokes the possibility of further responses on the same topic, it should be pursued further - unless the response provoked is obviously a rote-memorised one. For reasons of standardising the timing, *the number of questions must be kept to 10.*

Give the candidate the following instructions:

The idea in this section is to give you the opportunity to speak easily and fluently in reply to simple questions on a fair range of topics. Try to do yourself justice by speaking as intelligibly and as smoothly as you can, and in complete sentences. Oui and Non carry no marks. The first 3 questions are a practice run and are not counted in the scoring.

Lead-in questions: Comment vous appelez-vous? (Vous êtes?)
Quel âge avez-vous maintenant, X?
Où est-ce que vous habitez?

I Family Occasions

1. Il y a des occasions que vous fêtez en famille? Lesquelles?
2. Racontez une de ces occasions.
3. Il vous est arrivé de sortir manger dans un hôtel-restaurant en famille. Racontez-le-moi.
4. Si je vous invitais à manger dans un restaurant, qu'est-ce que vous choisiriez?

II Home and neighbourhood

1. Donnez-moi des indications pour aller du lycée à votre maison.
2. Comment est le quartier/la région où vous habitez. Décrivez-le/la-moi.
3. Comment est-ce que je pourrais reconnaître votre maison? Comment est sa façade/l'extérieur?
4. Vous me faites faire le tour de la maison: décrivez l'intérieur - les pièces, les couleurs, les meubles.

III School – time-table, subjects, job expectation

1. Combien d'heures de cours avez-vous par semaine? Combien de semaines par an?
2. Entre les matières que vous apprenez, lesquelles avez-vous choisies et lesquelles étaient obligatoires?
3. Qu'est-ce que vous allez faire après le Leaving Certificate?

V Illnesses

1. Parfois, vous ne vous sentez pas bien, un peu malade. Vous appelez le médecin. Décrivez comment vous vous sentez.

2. Le médecin passe vous voir. Qu'est-ce qu'il fait?

26-30 ROLE PLAYING

The idea in this section is to ensure that the candidate is able to seek out information in basic survival situations. Make sure he remembers what questions he is to ask. If necessary, he may note them briefly. Tell him to make appropriate polite remarks at the beginning and at the end. Outline any ONE of the three situations given on these lines:

TEST 1

Getting accommodation:

I am at the reception in a hostel, hotel or camp-site. You want accommodation and will, therefore, need to find out the following:

1. Is there accommodation available? [ ] 26
2. How much it costs. [ ] 27
3. Whether breakfast and service charges are included. [ ] 28
4. What time breakfast is at. [ ] 29
5. Where the restaurant/dinig room is. [ ] 30

TEST 2 (Alternative)

Looking for directions:

You are a stranger in a French city. I am a passer-by. You want to get to the city centre – au centre de la ville. You are to find out from me:

1. How far it is to the city centre. [ ] 26
2. In what direction you get a bus/sub-way to the city centre. [ ] 27
3. How long it takes by bus. [ ] 28
4. How often the buses/trains come. [ ] 29
5. How you will know where to get off. [ ] 30

TEST 3 (Alternative)

Buying an article of clothing.

You want to buy an article of clothing in a large French store. I am a salesperson there. You are to find out from me:

1. Whether we have the article you want. ☐ 26

2. Where exactly you go to buy it. ☐ 27

3. What the price is. ☐ 28

4. Whether the price includes tax ☐ 29

5. Whether you can try it on/return it if not suitable. ☐ 30

31-45 GRAMMATICAL ACCURACY

The precise elements being tested are the underlined elements only. All other elements are therefore given in each cue by the examiner. The underlined element is to be evaluated from the point of view of grammatical accuracy only. It is important to elicit the specific element being tested or to determine that it is not known. In eliciting and evaluating a candidate's responses, the examiner will probably encounter three general cases: (1) the candidate cannot recall a lexical item; (2) the candidate's response will contain the expected and acceptable elements, which is by far the most common case; and (3) the expected element will not have been elicited, the element should be re-cued and the question asked again. The object is to pinpoint the precise element which is being tested. Before recording a score against the candidate, you should be sure the candidate does not know the form or structure in question.

Procedure

Give each example (cue and answer) twice and have the candidate repeat the answer once aloud and once silently. If necessary, give the instructions in English. If necessary explain in grammatical terms in English the structure required (e.g. direct questions, indirect questions, present participle after "en" etc.) Put ✓ in the appropriate box for the expected or equally correct answer, O for incorrect answer or X for no attempt. Do not leave any box unmarked.

Complétez les réponses avec les formes correctes après "moi, je ne sais pas ...". (Complete the answers using the correct forms to follow "moi, je ne sais pas .."). Exemple: Qu'est-ce que tu feras? Moi, je ne sais pas *ce que je ferai.*	
Qu'est-ce que le professeur a dit? Moi, je ne sais pas - *ce que le professeur a dit/* - *ce qu'il a dit*	☐ 31
Qu'est-ce qui est arrivé? Moi, je ne sais pas - *ce qui est arrivé.*	☐ 32
Est-ce que vous allez trouver du travail? Moi, je ne sais pas - *si je vais trouver du travail/* - *si je vais en trouver*	☐ 33

Je n'ai pas raconté cette histoire aujourd'hui, mais demain,

- *je la raconterai/*
- *je vais la raconter.*

☐ 39

Nous n'avons pas eu les réponses aujourd'hui, mais demain,

- *nous les aurons/*
- *nous allons les avoir.*

☐ 40

Ils n'ont pas appris cette leçon aujourd'hui, mais demain,

- *ils l'apprendront/ils vont l'apprendre*

☐ 41

Répondez aux questions suivantes, sans répéter les substantifs. Chaque réponse commence avec "Oui". (Answer the following questions without repeating the nouns. Each answer begins with "Oui").

Exemple: Le professeur t'a fait répéter la leçon?
Oui, *il me l'a fait répéter.*

Maman t'a fait nettoyer ta chambre? Oui,

- *elle me l'a fait nettoyer*

☐ 42

Son frère lui a fait savoir les nouvelles? Oui,

- *il les lui a fait savoir*

☐ 43

Complétez les réponses aux questions suivantes, en utilisant des mots comme "où", "qui", "quoi", "pourquoi" etc.
(Complete the following answers using words like "où", "qui", "quoi", "pourquoi" etc.).

Exemple: Où est-ce que j'irai?
- *Je me demande aussi où j'irai!*

A quoi pensait-elle? Je me demande aussi

- *à quoi elle pensait*

☐ 44

Qu'est-ce que nous avons fait? Je me demande aussi

- *ce que nous avons fait* 99

☐ 45

Complétez les phrases avec la forme correcte du verbe après "mais normalement" et le contraire du mot qui suit.
(Complete the following sentences by stating the opposite in the correct tense after the words "mais normalement".

Exemple: Hier, il s'est couché tard, mais normalement, *il se couche tôt.*

Hier, je n'ai rien compris, mais normalement
- *je comprends tout.*

34

Hier, vous avez conduit très vite, mais normalement
- *vous conduisez lentement/*
- *vous ne conduisez pas vite*

35

Hier, elle ne s'est pas trompée du tout, mais normalement
- *elle se trompe souvent/toujours/plusieurs fois/ beaucoup*

36

Complétez les réponses en disant le contraire après "mais non ..".
(Complete the answers stating the opposite after "mais non ..").

Exemple: Ce plafond est trop haut. Mais non, il est plutôt
- *bas*

C'est un bon film. Mais non, c'est plutôt un
- *mauvais film*

37

Ils ont beaucoup mangé. Mais non, ils ont plutôt mangé
- *très peu*

38

Complétez les phrases suivantes en utilisant la forme correcte du verbe et du pronom après "mais demain ..".
(Complete the following sentences using the correct form of the pronoun and verb after "mais demain ..").

Exemple: Elle n'a pas préparé le déjeuner aujourd'hui, mais demain *elle le préparera.*

TEXTE DE LECTURE

[Un soir, je dinais dans un restaurant de l'Avenue Victor Hugo. À la table voisine de la mienne il y avait un couple qui dinait. Deux autres clients sont arrivés et se sont installés à la table à côté du premier couple qu'ils ont salué cérémonieusement.]

"Cela fait bien longtemps qu'on vous a vus ici", dit une des dames. -"Et pour cause", répondit l'autre. "Figurez-vous qu'en avril dernier nous nous rendions au cinéma lorsque, au coin de la rue, deux petits voyous m'ont arraché mon sac à main. En essayant de le retenir, j'ai été précipitée à terre et je me suis fracturé le coude.

"Quelle coïncidence! Je viens justement d'être victime d'une agression semblable, la semaine dernière alors que nous nous rendions à un cocktail. Heureusement, la chainette de mon sac était enroulée autour de mon poignet. Mon mari me donnait le bras. C'est un ancien joueur de rugby. Aussi avons-nous tenu bon. Les petits voyous se sont enfui. Bien entendu aucun agent à l'horizon!

- Avez-vous jamais vu des agents patrouiller dans nos quartiers sauf devant des ambassades exotiques?

INTONATION TEST

11. Vous courez vite? Courez vite.

12. Son père, sa mère et son frère l'attendaient à la gare.

13. Vous avez fait ça? Comment avez-vous fait ça?

14. Il est là. Il est là?

15. Vous avez vu ce film? Avez-vous vu ce film?

INSTITIÚID TEANGEOLAÍOCHTA ÉIREANN

ITÉ Experimental French Examination

AURAL EXAMINATION 1977

LEVEL: Leaving Certificate

TEXT OF TAPE

ITÉ,
31 Plás Mhic Liam,
Baile Átha Cliath 2.

Teileafón: (01)765489

© Institiúid Teangeolaíochta Éireann

AUDITORY PERCEPTION

You will now hear 16 sentences. The first is an example. Each sentence will be said twice. The sentence you will hear is one of the four sentences written on your answer sheet. Select the written sentence A, B, C or D which matches the sentence on the tape. Fill in the box which goes with the letter of your choice.

Example: J'ai fait une robe

Which of the 4 written options A, B, C or D is this? (Pause). Yes, this is B on your page. Fill in answer box B on your answer sheet beside the example.

1. Il n'y a plus de vin.

2. J'ai douze oeufs frais.

3. Il me le montra.

4. Ce lin semble très bon.

5. C'est une fée.

6. C'est l'heure de la marée.

7. Sa peur s'est montrée.

8. On peut facilement trouver des bancs.

9. Bats-le.

10. C'est trop lent.

11. Nous passerons par ici pour arriver chez nous.

12. On aurait dit que tu étais sourd.

13. Il a trouvé des ruses.

14. Les dernières arrivent.

15. Deux ans passaient.

AURAL COMPREHENSION – Short Dialogues

You will now hear 9 short dialogues. The first is an example. Each dialogue will be played once only. In each case, listen carefully with a view to choosing the correct response from the four options given on your page. Fill in the box which goes with the letter of your choice.

Example:

F. Je peux choisir ma table?

M. Oui, madame, il n'y a rien de réservé. Je vous apporte le menu.

F. On peut manger à la carte?

M. Bien sûr, madame! Je peux vous recommander les spécialités régionales.

Which of the 4 written options A, B, C or D is correct? (Pause) Yes, B is the correct response. "La dame va diner au restaurant". Fill in Box B beside the example.

16. M. Le prochain départ est dans 10 minutes, le suivant à 17h; il y a encore un à 20.12h.

F. Bon, ça ira! Le 20.12h est le plus commode. C'est un rapide?

M. Oui, Madame, avec wagon-lits et couchettes. Prenez votre billet au guichet en face. Départ Gare du Midi, 20h.12 pile, quai 11, Grandes Lignes.

17. M. Voilà pour la tente. Elle est bien placée?

F. Ah, oui, et tu l'as bien mise. Moi, je dois dire que je meurs de faim. Si on allait au restaurant ... ce soir .. seulement?

M. Ah mais non, chérie, ça gâterait tout! Écoute, sortons les affaires du coffre d'abord et puis, je vais préparer le feu de bois et toi, tu peux sortir les provisions et les sacs de couchage.

F. D'accord, allons-y ... Mais, ce n'est pas possible! Tu as oublié de les mettre dans le coffre.

M. Quoi? Qu'est-ce que j'ai encore oublié?

F. Les sacs de couchage!

18. M. À quelle heure pourriez-vous me couper les cheveux?

F. Les cheveux? Avec ou sans shampooing?

M. Les cheveux, seulement, sans shampooing.

F. Très bien. Puis-je avoir votre nom?

M. Jacques Duclos.

F. Très bien, Monsieur Duclos. Est-ce que 13h vous convient?

M. Parfait.

F. C'est Jean qui vous coiffe d'habitude?

19. F. Qu'est-ce qu'il doit souffrir, le pauvre. Il faut lui faire une piqûre!

M. Ne vous affolez pas, madame. Un instant et il ne sentira rien. Attention à la queue! Oui, ça y est.

F. C'est la patte gauche qui lui fait mal. Pourvu qu'elle ne soit pas cassée!

M. Il y a peut-être une fracture, là. Je vais lui faire une radio pour vérifier.

20. M. Je te sers un apéritif, chérie?

F. Non, merci, je n'en ai pas envie. À la place, je prendrais bien un petit jus de fruit, quand même.

M. À quelle heure est-ce qu'on dîne?

F. Quand tu veux, mon chéri. Nous mangeons froid ce soir puisque les enfants ne sont pas là.

M. J'aurai le temps de tondre le gazon avant le dîner alors.

21. F. Un paquet pour Paris, en express, s'il vous plaît.

M. Tenez. Oui - cela vous fera 40F, madame.

F. Très bien! 40F plus un carnet de timbres.

M. Votre monnaie, madame. Pour les timbres, c'est les trois premiers guichets là-bas.

22. M. Oui, jeudi, le douze ... Il y a deux vols sur Paris jeudi: le matin à 9.20h il y a le vol Air France, Dublin - Charles de Gaulle. L'après-midi ... oui, c'est un vol Aer-Lingus, Dublin - Orly à 10.25h.

F. C'est ça! Retenez-moi une place en classe touriste sur le vol Aer-Lingus. Je passerai prendre mon billet cet après-midi.

23. F. Faites-moi le plein de super s'il vous plaît.

M. Votre moteur est toujours en marche, madame. C'est ça! Je vérifie les pneus après?

F. Non, merci, la pression est bonne. Mais vous seriez gentil de me nettoyer le pare-brise.

AURAL COMPREHENSION - Continuous Passage

Listen carefully to this piece of French. It will be played twice. During the first reading simply listen to get a general idea of the meaning.

You will then hear three expressions which have been used in the passage. Each expression will be said TWICE. You are given four suggested meanings. Select the correct meaning in each case, and fill in the box which goes with the letter of your choice. During and after the second reading, answer the remaining questions by filling in the appropriate box in numbers 24, 25, 26.

Dans le grand salon, plein de monde a 4 heures de l'apres-midi, une dame prenait le thé avec son canari. Précisément, elle avait installé la cage de l'oiseau sur la table et elle prenait son thé. Elle n'offrit sans doute pas de thé au canari ni même les miettes de son toast. Le canari mangeait sa propre nourriture qu'il ne partageait pas non plus. La brave vieille dame regardait son oiseau en souriant. Elle ne lui parlait pas. Il ne la sifflait pas. Je pense que pour chacun la présence de l'autre suffisait. En tout cas, le plus merveilleux est que, sur les deux cents personnes qui ont passé devant la dame et son canari, pas un n'a marqué la moindre surprise. Pour cette raison et pour quelques autres, il faut que l'Angleterre existe!

(Jean Fayard Le Figaro)

15 août, 1967.

24. plein de monde (2 fois) pause

25. La présence de l'autre suffisait (2 fois) pause

26. Pas un n'a marqué la moindre surprise (2 fois) pause

Second reading.

AURAL COMPREHENSION — Incomplete Sentences

You will now hear 9 incomplete statements. The first is an example. Each statement will be read TWICE. You will also hear, just ONCE, four suggested endings for each sentence. Select the most suitable ending by filling in the box which goes with the letter of your choice.

Example: Quand on dit "il fait mauvais" on parle

A de l'heure
B d'une odeur
C du temps
D d'une personne.

Quand on dit "il fait mauvais" on parle .....

Which of the four suggested endings best completes the sentence? (Pause). Yes, the correct option is C. Fill in Box C on your answer sheet beside the example.

39. Après le dîner vous aidez votre mère à faire

A la cuisine
B la lessive
C la vaisselle
D les vaisseaux.

Après le dîner vous aidez votre mère à faire ....

40. Quand on a de la peine à faire quelquechose

A on le fait avec beaucoup d'effort
B on a mal quelquepart
C il faut un stylo pour le faire
D on se coiffe.

Quand on a de la peine à faire quelquechose ....

41. Quand on fait la cuisine, on

A nettoie la pièce où on prépare les repas
B prépare un repas
C nettoie l'appareil qui sert à faire la cuisine
D lave les assiettes, les plats et les verres.

Quand on fait la cuisine, on ....

42. Quel beau soleil! Aujourd'hui il va

A faire chaud
B avoir chaud
C être chaud
D chauffer

Quel beau soleil! Aujourd'hui il va ....

43. Quand on fait le lit on

A s'adonne à la lecture
B se couche pour dormir
C fabrique le meuble où on se couche
D range le meuble où on se couche

Quand on fait le lit on ....

44. Pour prendre de la soupe, il faut

A un souper
B une cuillère
C une cuillerée
D un soupçon

Pour prendre de la soupe, il faut ....

45. Quand on a l'heure

A on a le temps
B on ressemble à
C on a une montre
D on est dehors

Quand on a l'heure ....

46. Quand on a mal au ventre

A on a l'estomac fatigué
B le vent souffle trop fort
C personne ne veut rien acheter
D on se sent malade

100

Quand on a mal au ventre ....

DICTATION

You will now hear 5 separate sentences on tape. Each sentence will be read to you three times. During the first reading of the sentence, listen and do not write. During the second reading write the sentence in the space provided in your booklet. It will be dictated phrase by phrase. During the third and last reading revise what you have written.

1. Les robes (47) que ma soeur a achetées sont vraiment jolies.

2. Moi, j'ai déjà vu ce film au mois de juin (48). Il ne m'a pas plu (49).

3. Tu te trompes (50), mon petit, ils demandaient (51) le patron mais ils ne l'ont pas vu.

4. Il restait (52) des heures au lit quand il n'avait rien de mieux à faire (53).

5. J'avais tellement honte (54) que j'en ai rougi (55) jusqu'aux oreilles (56).

Remember to fill in the details at the top of your page.

INSTITIÚID TEANGEOLAÍOCHTA ÉIREANN

I.T.É. EXPERIMENTAL FRENCH EXAMINATION

Aural Examination (1977)

Level: Leaving Certificate

STUDENT ANSWER BOOK

I.T.É.,
31, Plás Mhic Liam,
Baile Átha Cliath 2.

Telephone: (01)765489

11 9

© Institiúid Teangeolaíochta Éireann

Institiúid Teangeolaíochta Éireann

Aural Examination

LAST NAME	FIRST NAME

CENTRE	YOUR EXAM. NO.

READ THESE INSTRUCTIONS CAREFULLY

1. Tests and instructions will be given from the tape
2. For each test listen carefully to the instructions and questions
3. Fill in smartly with your pencil the box which goes with the letter of your choice
4. Fill in ONLY ONE box for each question
5. If you fill in the wrong box rub it out quickly and fill in the correct box
6. Make sure the number of the box you are filling is the same as the number of the question
7. If you break your pencil put up your hand immediately and you will get a new one
8. You will hear one example before each test. Fill in the box which goes with the letter of your choice for each example
9. Do not look into any other pupil's answer book, and keep your own answers from the view of others

113

10. If a page is missing in your answer book, put up your hand immediately for attention

LÉIGH NA TREORACHA SEO GO CÚRAMACH

1. Is ón téip a bheidh na trialacha agus na treoracha le cloisteáil
2. Éist go cúramach leis na ceisteanna agus leis na treoracha go gach triail
3. Líon isteach go tapa an bosca a théann le litir do rogha
4. Ná líon isteach ach bosca amháin do gach ceist
5. Má líonann tú isteach an bosca mícheart, glan amach go tapa é agus líon an bosca ceart
6. Bí cinnte go mbaineann an uimhir chéanna leis an mbosca atá á líonadh agat is atá ar an gceist féin
7. Má bhriseann an peann luaidhe ort, cuir do lámh in airde agus beidh ceann eile le fáil agat
8. Cloisfidh tú sampla amháin roimh gach triail. Líon isteach an bosca a théann le litir do rogha do gach sampla
9. Ná féach isteach i leabhar freagraí dhalta ar bith eile. Coinnigh do leabhar freagraí féin ó radharc dhaltaí eile
10. Má tá leathanach ar iarraidh i do leabhar freagraí, cuir do lámh in airde gan mhoill agus déanfar cúram díot

REMEMBER TO FILL IN YOUR NAME, CENTRE AND EXAMINATION NUMBER BOTH ON PAGE 1 AND 11.

DO NOT OPEN THIS BOOK UNTIL YOU ARE TOLD NÁ hOSCAIL AN LEABHAR FREAGRAÍ SEO GO FÓILL

AUDITORY PERCEPTION (1-15)

You will now hear 16 sentences. The first is an example. Each sentence will be said TWICE. The sentence you will hear is one of the four sentences written on your answer sheet. Select the written sentence (A), (B), (C) or (D) which matches the sentence on the tape. Fill in the box which goes with the letter of your choice.

Example:

A J'avais une robe
B J'ai fait une robe
C Je fais une robe
D Je vais à Rome

A B C D
☐ ☐ ☐ ☐

Yes, this is B here. Fill in box B beside the example.

---

1. (A) Il n'y a plus de vent
   (B) Il n'y a plus de vin
   (C) Il n'y a plus de vignes
   (D) Il n'y a plus de vannes

A B C D
☐ ☐ ☐ ☐

2. (A) J'ai deux oeufs frais
   (B) J'ai deux effraies
   (C) J'ai douze oeufs frais
   (D) J'ai des oeufs frais

A B C D
☐ ☐ ☐ ☐

3. (A) Il me le montre
   (B) Ils me le montreront
   (C) Il me le montra
   (D) Il me le montrera

A B C D
☐ ☐ ☐ ☐

4. (A) Ce lin semble très bon
   (B) Cela semble très bon
   (C) Ce lait semble très bon
   (D) Ces laines semblent très bonnes

A B C D

5. (A) C'est une fée!
   (B) C'est un fait!
   (C) C'est un effet!
   (D) C'est ton effet!

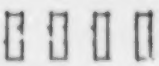
A B C D

6. (A) C'est l'air de la marée
   (B) C'est l'heure de la marée
   (C) C'est leurs deux maris
   (D) C'est l'or de la mariée

A B C D

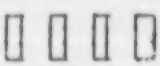
7. (A) Ça perd, ces montres!
   (B) Son père s'est montré
   (C) Sa paire s'est montrée
   (D) Sa peur s'est montrée

A B C D



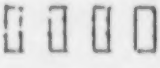
8. (A) On peut facilement trouver des bas
   (B) On peut facilement trouver des bancs
   (C) On peut facilement trouver des bains
   (D) On peut facilement trouver des banques

A B C D



9. (A) Bats-les!
   (B) Ballet
   (C) Baleine
   (D) Bats-le!

A B C D



10. (A) C'est trop lente
(B) C'est trop long
(C) C'est trop loin
(D) C'est trop lent

A B C D
[ ] [ ] [ ] [ ]

11. (A) Nous passons par ici pour arriver chez nous
(B) Nous passions par ici pour arriver chez nous
(C) Nous passerons par ici pour arriver chez nous
(D) Nous passerions par ici pour arriver chez nous

A B C D
[ ] [ ] [C] [ ]

12. (A) On aurait dit que tu étais sourd
(B) On aurait dit que tu étais sourde
(C) On aurait dit que tu étais sûr
(D) On aurait dit que tu étais soûl

A B C D
[ ] [ ] [ ] [ ]

13. (A) Il a trouvé des roux
(B) Il a trouvé des Russes
(C) Il a trouvé des ruses
(D) Il a trouvé des roues

A B C D
[ ] [ ] [ ] [ ]

14. (A) Les dernières arrivent
(B) Les derniers arrivent
(C) Le dernier arrive
(D) La dernière arrive

A B C D
[ ] [ ] [ ] [ ]

15. (A) Des uns passaient
(B) Deux ans passaient
(C) Deux ânes passaient
(D) Douze ans passaient

A B C D
[ ] [ ] [ ] [ ]

19. Où se trouvent les personnes qui parlent?

(A) chez le médecin
(B) chez le vétérinaire
(C) chez le marchand de radios
(D) chez le pharmacien

A B C D ☐ ☐ ☐ ☐

20. Qui est-ce qui parle?

(A) un garçon de restaurant et sa cliente
(B) un jeune homme et sa fiancée
(C) un hôte et son invitée
(D) un mari et sa femme

A B C D ☐ ☐ ☐ ☐

21. Où se trouvent les personnes qui parlent?

(A) à la gare
(B) chez un marchand de bois
(C) à la banque
(D) à la Poste

A B C D ☐ ☐ ☐ ☐

22. Qu'est-ce qui se passe?

(A) quelqu'un a été volé à Dublin
(B) on s'arrange pour prendre un billet d'avion
(C) on retient une place dans le train
(D) Charles de Gaulle fait du tourisme en Irlande

A B C D ☐ ☐ ☐ ☐

23. Où se trouvent les personnes qui parlent?

(A) chez un garagiste
(B) au bar
(C) en promenade à la campagne
(D) chez un architecte

A B C D ☐ ☐ ☐ ☐

197

AURAL COMPREHENSION (Numbers 16-23)

You will now hear 9 short dialogues. The first is an example. Each dialogue will be played once only. In each case, listen carefully with a view to choosing the correct response from the four options given on your page. Fill in the box which goes with the letter of your choice.

Example: La dame va

A acheter une table
B dîner au restaurant
C manger chez des amis
D regarder la carte de la région

A B C D

Yes, B is the correct response. Fill in box B beside the example.

---

16. C'est un dialogue entendu
    (A) à l'aéroport
    (B) à la station de métro
    (C) à la gare
    (D) à un arrêt d'autobus

A B C D

17. Que font les personnes qui parlent?
    (A) elles font du camping
    (B) elles viennent de pique-niquer
    (C) elles sont en visite chez leur tante
    (D) elles sortent manger dans un restaurant

A B C D

18. Que fait Monsieur Duclos?
    (A) il invite Jeanne à sortir
    (B) il va boire un coup avec Jean
    (C) il va se faire coiffer
    (D) il réserve des places pour deux

A B C D

Continuous Passage (Numbers 24-38)

Listen carefully to this piece of French. It will be played twice. During the first reading simply listen to get a general idea of the meaning. You will then hear three expressions which have been used in the passage. Each expression will be said TWICE. You are to give four suggested meanings. Select the correct meaning in each case, and fill in the box which goes with the letter of your choice on numbers 24, 25, 26. During and after the second reading, answer the remaining questions by filling in the appropriate box.

24. (A) ayant une carte du monde
    (B) où l'on travaillait sur des projects internationaux
    (C) où il y avait beaucoup de clients
    (D) international

A B C D

25. (A) ils étaient contents d'être ensemble
    (B) ils étaient contents d'avoir une troisième personne avec eux.
    (C) le cadeau de l'autre personne était apprécié
    (D) ils en avaient assez l'un de l'autre

A B C D

26. (A) une personne n'a pas été surprise
    (B) personne n'a été surpris
    (C) personne n'a rien remarqué
    (D) une personne a été surprise

A B C D

27. Cette scène se passe
    (A) chez une vieille dame en France
    (B) dans un café en France
    (C) dans un hôtel en Angleterre
    (D) dans un bar en Angleterre

A B C D

28. On sait que le thé à 4 heures est une tradition parce que

(A) le grand salon était plein à 4 heures
(B) la vieille dame prenait son thé
(C) personne n'a marqué la moindre surprise
(D) la dame n'offrit pas de thé au canari

A B C D
[ ] [ ] [ ] [ ]

29. La brave vieille dame avait amené son canari pour

(A) lui tenir compagnie
(B) lui donner un morceau de toast
(C) l'installer dans une cage
(D) se faire remarquer

A B C D
[ ] [ ] [ ] [ ]

30. La dame et son oiseau dans la cage

(A) semblaient ne surprendre personne
(B) semblaient ne surprendre que quelques-uns
(C) semblaient surprendre tout le monde
(D) resemblaient à toutes les autres personnes avec leurs canaris

A B C D
[ ] [ ] [ ] [ ]

31. L'auteur trouve merveilleux que

(A) tant de monde prenne le thé au salon
(B) la dame ait apporté son oiseau dans sa cage
(C) personne n'ait marqué la moindre surprise
(D) l'oiseau na siffle pas la dame

A B C D
[ ] [ ] [ ] [ ]

32. L'auteur admire les Anglais

(A) parce qu'ils prennent le thé à 4 heures l'après-midi
(B) parce qu'ils prennent un toast avec le thé
(C) parce qu'ils apportent leurs canaris partout
(D) parce qu'ils ne marquent pas leur surprise même devant des choses extraordinaires

A B C D
[ ] [ ] [ ] [ ]

33. L'oiseau dans la cage

(A) partageait sa nourriture avec la dame
(B) prenait des miettes de toast
(C) prenait sa propre nourriture
(D) ne prenait rien

A B C D
[ ] [ ] [ ] [ ]

34. Le canari et la dame

(A) partageaient leur nourriture
(B) partageaient le thé seulement
(C) ne prenaient pas de nourriture
(D) mangeaient chacun sa propre nourriture

A B C D
[ ] [ ] [ ] [ ]

35. Cet incident prouve, pour le monsieur, que

(A) les Anglais sont comme tout le monde
(B) les Anglaises font des choses extraordinaires
(C) les canaris ne mangent pas de toast
(D) les Anglais ne sont pas comme tout le monde

A B C D
[ ] [ ] [ ] [ ]

36-38 TRUE/FALSE

A B

FILL IN BOX A IF THE STATEMENT IS TRUE. FILL IN BOX B IF THE STATEMENT IS FALSE.

36. Il y avait beaucoup de monde au salon à ce moment-là.

A B
[ ] [ ]

37. La dame ne parlait pas au canari.

A B
[ ] [ ]

38. Elle n'était pas contente de lui.

A B
[ ] [ ]

Incomplete Statements (Numbers 39-46)

You will now hear 9 incomplete statements. The first is an example. Each statement will be read TWICE. You will also hear, just ONCE, four suggested endings for each sentence. Select the most suitable ending by filling in the box which goes with the letter of your choice.

Example:

A de l'heure
B d'une odeur
C du temps
D d'une personne

A B C D

Yes, the correct option is C. Fill in Box C on your answer sheet beside the example.

39. (A) la cuisine
(B) la lessive
(C) la vaisselle
(D) les vaisseaux

A B C D

40. (A) on le fait avec beaucoup d'effort
(B) on a mal quelquepart
(C) il faut un stylo pour le faire
(D) on se coiffe

A B C D

41. (A) nettoie la piece où on prépare les repas
(B) prépare un repas
(C) nettoie l'appareil qui sert à faire la cuisine
(D) lave les assiettes, les plats et les verres

A B C D

42. (A) faire chaud
(B) avoir chaud
(C) être chaud
(D) chauffer

A B C D

43. (A) s'adonne à la lecture
(B) se couche pour dormir
(C) fabrique le meuble où on se couche
(D) range le meuble où on se couche

A B C D

44. (A) un souper
(B) une cuillère
(C) une cuillérée
(D) un soupçon

A B C D
[ ] [ ] [ ] [ ]

45. (A) on a le temps
(B) on ressemble à ..
(C) on a une montre
(D) on est dehors

A B C D
[ ] [ ] [ ] [ ]

46. (A) on a l'estomac fatigué
(B) le vent souffle trop fort
(C) personne ne veut rien acheter
(D) on se sent malade

A B C D
[ ] [ ] [ ] [ ]

LAST NAME	FIRST NAME

CENTRE	YOUR EXAM. NO.

Dictation

You will now hear 5 separate sentences on tape. Each sentence will be read to you three times. During the first reading of the sentence listen and do not write. During the second reading write the sentence in the space provided here. It will be dictated phrase by phrase. During the third and last reading revise what you have written.

Dictée

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

124

NOTE: Make sure to fill in your name at the top of this page before handing back this booklet.